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Thematic Module 8B



Let's Have a Story!



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Thematic Module 8B

Let's Have a Story

Day 10 to Day 18



This product is the result of a joint venture with the following contributors:



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Grade One Thematic
Module 8B: Let's Have a Story
Day 10 to Day 18
Student Module Booklet
Learning Technologies Branch
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This document is intended for

Students



Teachers



Administrators

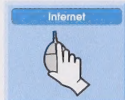
Home Instructors



General Public

Other

You may find the following Internet sites useful:



- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lfb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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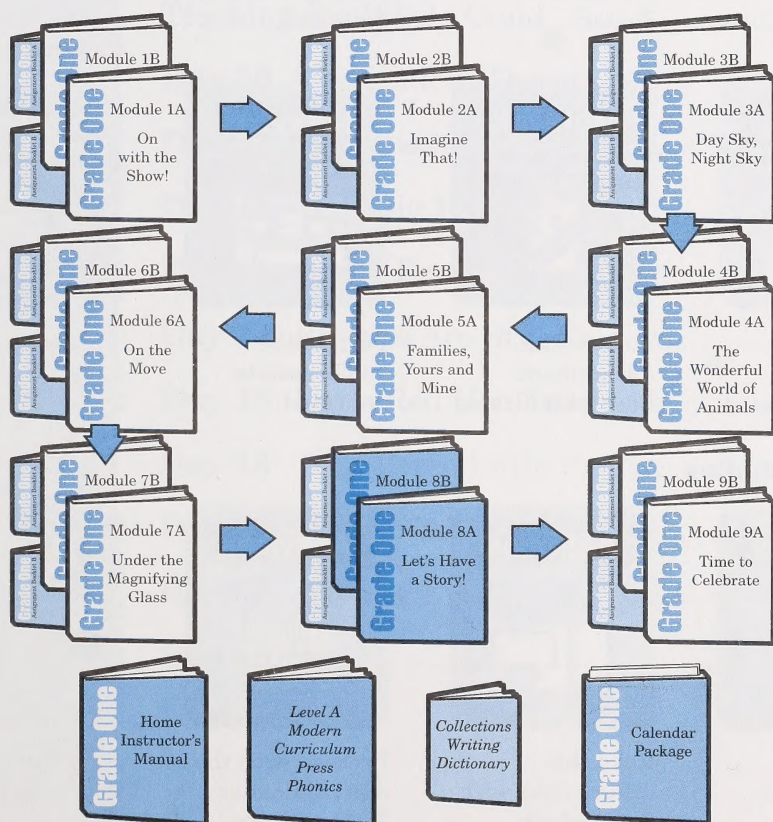
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Course Overview and Basic Components

Welcome to the Grade One Thematic program.

The booklet you are presently reading is called a Student Module Booklet. It will take you through the course and show you, step by step, what to do with the student and how to do it. The activities you do will prepare the student for the assignments.

Grade One Thematic contains nine modules, each divided into two booklets, A and B. Each module has two Assignment Booklets, one for each of the A and B Student Module Booklets. The module you are working on is highlighted in a darker colour. The four other basic course components—a Home Instructor's Manual, a *Level A: Modern Curriculum Press Phonics* book, a *Collections Writing Dictionary*, and a Calendar Package—are also highlighted.



Visual Cues

Throughout the Grade One Thematic program, you will find visual cues that indicate a material needed or a type of activity. Read the following explanations to discover what each icon prompts you to do.

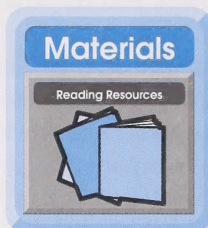
Icons: Materials



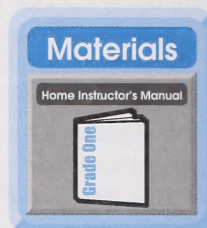
Turn to the *Level A: Modern Curriculum Press Phonics* book.



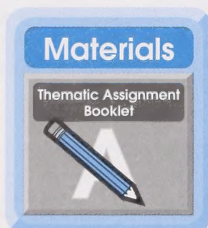
Place an item in the Student Folder.



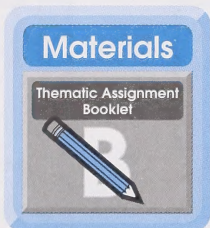
Turn to the reading resource indicated.



Turn to the Home Instructor's Manual for further information.



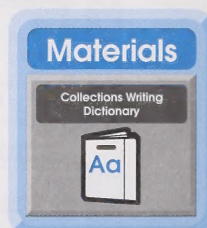
Turn to the Assignment Booklet indicated.



Turn to the Assignment Booklet indicated.

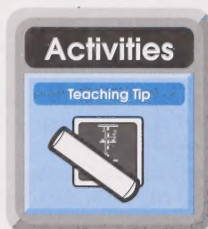


Turn to the audiocassette indicated.

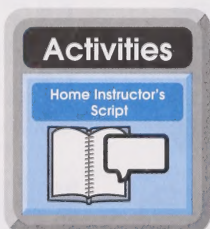


Turn to the *Collections Writing Dictionary*.

Icons: Activities



Read this information to yourself.



Read this information with the student.



Proceed with the daily Calendar Time activity.




Access the Internet for the student. (This activity is always optional.)

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Module 8 Overview

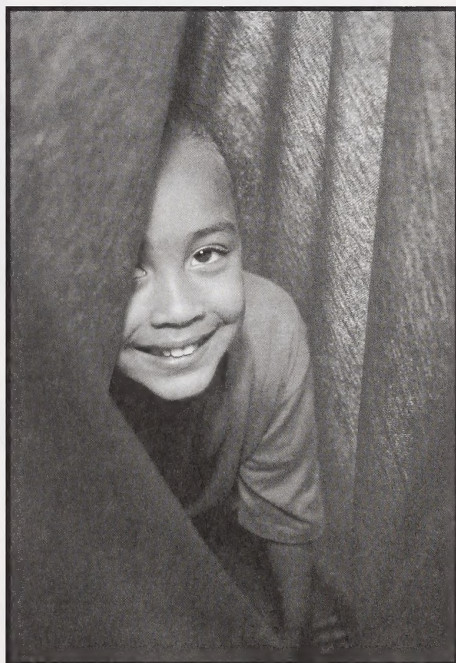
Let's Have a Story

Welcome to the land of stories! You are about to open the door of “once upon a time” and peek into a world where bears talk and gingerbread cookies run down the road. It is a world found in your mind. It is the place you choose to make it.

While fostering development in language arts, this literature-based module will provide an opportunity for your student to explore the world of story. Stories will plant the seeds of curiosity and creativity—qualities that enable children to dream and reach for the stars.

In this world of story, you will encounter old tales and rhymes that are part of our literary heritage. Some people know these stories as fairy tales, while others call them folk tales, classic tales, or “once-upon-a-time” stories. Regardless of the name, this genre of literature encompasses well-known selections that have been passed down from generation to generation.

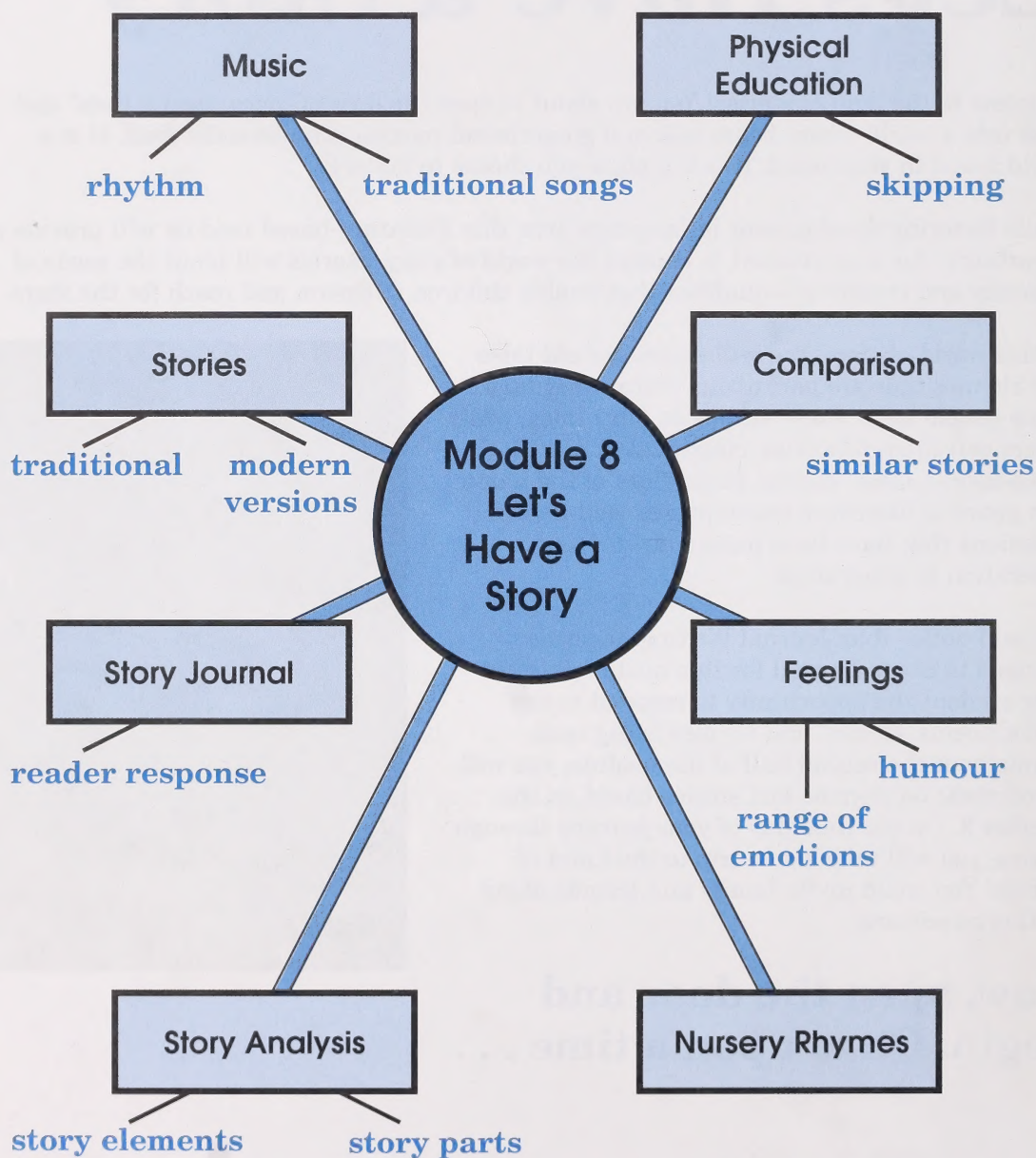
You will notice that Journal Writing has been changed to Story Journal for this module to allow your student the opportunity to respond to the books, poems, stories, and rhymes being read. Throughout the second half of the module, you will concentrate on rhymes and stories based on the number 3. On the final day of your journey through stories, you will take a side trip to the Land of Threes! You could invite family and friends along on this adventure.



Now, open the door and begin. Once upon a time . . .

Module Web Chart

This chart highlights the main theme topics for this module.



Module Skills and Concepts

This module naturally has a strong Language Arts component, but it does integrate other subjects as well. Your student will have many opportunities to listen, speak, read, write, view, and represent images while exploring traditional forms of literature.

Since it is not possible to anticipate how far this module will take you, the skills and concepts listed below are only an indication of the learning that will take place.

Language Arts Skills

- **Reading**—predicting outcomes and story lines; comparing the similarities and differences between related story versions and characters; identifying story elements; relating personal experiences to story outcomes
- **Writing**—keeping a response journal, or Story Journal; exploring creative writing; writing a story line; growing in independent writing
- **Speaking**—sharing ideas, opinions, and personal experiences; giving information; presenting to family members
- **Listening/Viewing**—listening/viewing for enjoyment, information, and background experience in literature
- **Printing**—practising printing skills; forming and using apostrophe and quotation marks
- **Phonics**—recognizing and making generalizations about letter combinations **ou**, **ea**, **ee**, **ur**, **ir**, **or**, **wr**, and **kn**; contractions with **will**, **is**, **are**, and **am**; blends with **r** and **l**; words ending in **ight**, **ch**, and **tch**; plurals made by adding **s**; possessives with **'s**; one- and two-syllable words; compound words
- **Spelling**—mastering the spelling of **as**, **his**, **they**, **have**, **one**, and **had**, with emphasis on using these and previously studied spelling words correctly in all writing; underlining constructed spelling words to be checked at the end of writing
- **Word Recognition** (high-frequency words)—recognizing the words **our**, **man**, **also**, **around**, **again**, **place**, **take**, **here**, **even**, **part**, **put**, **years**, **does**, **off**, **number**, **down**, **funny**, **jump**, **not**, and **play**

Other Subject Skills

- **Science**—building objects with recycled materials; performing experiments; predicting, classifying, contrasting, and drawing conclusions in a literature-related manner
- **Drama**—performing puppet plays; participating in creative movement
- **Visual Arts**—representing a story in painting, drawing, and crafts
- **Music**—keeping the beat while skipping and clapping; singing action songs, nursery rhymes, and skipping chants
- **Health and Life Skills**—enjoying literature; being aware of emotions; giving empathetic responses; thinking of others and doing something for others; self-evaluating writing; responding to reading material; assisting in setting up and cleaning up for Project Time
- **Physical Education**—skipping; playing traditional games; participating in creative movement

Technical Skills

- **Information and Communication Technology**—creating original text, using word-processing software to communicate and demonstrate understanding of forms and techniques; creating visual images by using such tools as paint-and-draw programs for particular audiences and purposes; navigating within a document, compact disc, or other software program that contains links; accessing and retrieving appropriate information from electronic sources for a specific inquiry; using technology to support and present conclusions; performing basic computer operations, such as powering up, inserting disks, moving the cursor, clicking on an icon, using pull-down menus, executing programs, saving files, ejecting disks, and powering down; applying terminology appropriate to the technologies being used

Note: Your student is not expected to master all of these concepts and skills at this time, but will work toward mastery throughout this module and the other modules in the program.

Module Materials

Books

- Calendar Package
- *Collections* book *Once Upon a Time*
- *Collections* Writing Dictionary
- *Level A: Modern Curriculum Press Phonics*

Audio and Video Resources

- *10 Carrot Diamond* by Charlotte Diamond (audiocassette)
- *Classics for Children* by Boston Pops Orchestra/Arthur Fiedler, Conductor (compact disc)
- *The Orchestra* with Peter Ustinov and the Toronto Philharmonia Orchestra (audiocassette)

General Supplies

Certain basic school supplies, such as pencils, paper, glue, and scissors, are required on a regular basis throughout the Grade One program. Prepare a box containing these materials for use during the Thematic program and the Grade One Mathematics program, if your student is registered in that course also. These general supplies are outlined on the Master List of Required Materials.



Materials

Home Instructor's Manual

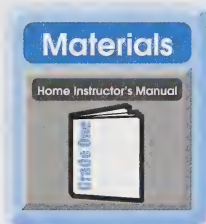
Grade One

See the Home Instructor's Manual for further information on the Master List of Required Materials.

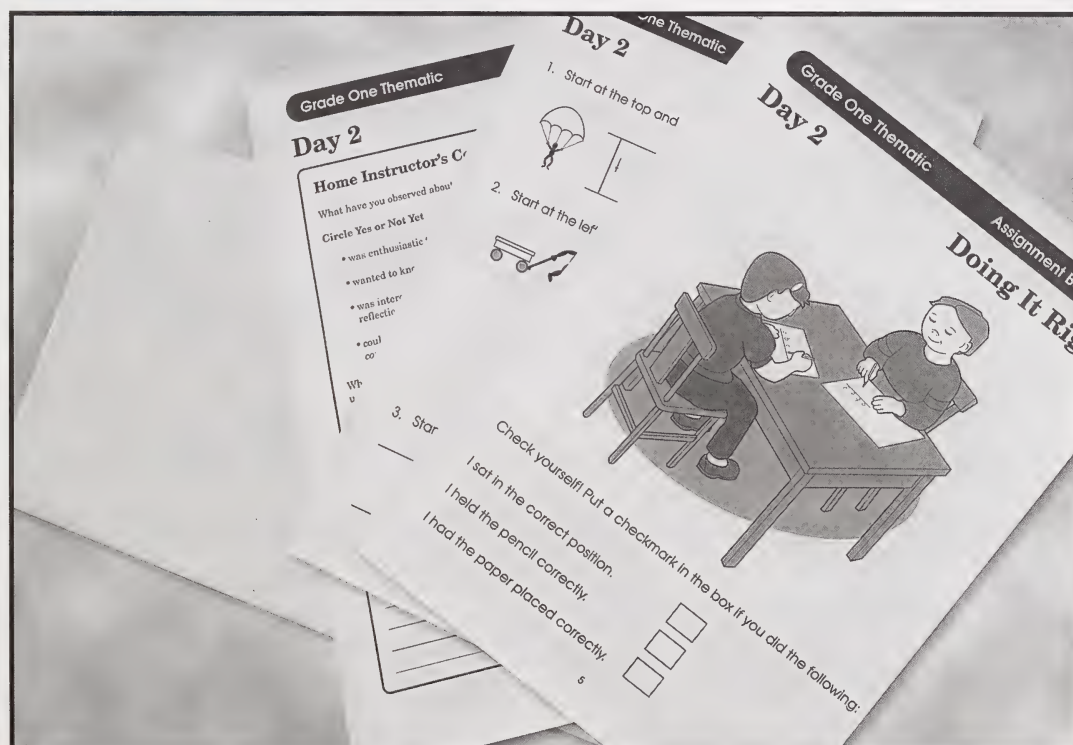
Student Folder



Place completed items in the Student Folder when you see this icon. On Day 9 and Day 18 of each module, you will find a checklist in the Assignment Booklet to help you compile items for submission to the child's teacher. The teacher will let you know when to provide these items for marking.



Note: The Student Folder is not included with the basic course components. Refer to the Home Instructor's Manual for information on the Student Folder.



Additional Resources

The basic reading resources that students need are provided. You could extend these with additional resources from a public or school library. Listed below are theme-related resources that would enrich this module.

A trip to the library in search of extra materials might be a delightful beginning to your module. In addition, you could investigate the many games and computer programs in the module that may enhance the student's learning opportunities. You might also refer to the Educational Sites listed in the Home Instructor's Manual.

Books

Anansi and the Talking Melon
by Eric A. Kimmel

Anansi the Spider: A Tale from the Ashanti
by Gerald McDermott

The Bremen-Town Musicians by Ilse Plume

The Bun: A Tale from Russia
by Marcia Brown

Caps for Sale by Esphyr Slobodkina

Chicken Licken by Joan Stimson

Chicken Licken by Kenneth McLeish

Chicken Little by Sally Hobson

Chicken Little by Steven Kellogg

The Chocolate Touch
by Patrick Skene Catling

Cinder Edna by Ellen Jackson

Cinderella by Charles Perrault

Cinderella Penguin by Janet Perlman

Cinder Elly by Frances Minters

The Complete Tales by Beatrix Potter

The Cowboy and the Black-Eyed Pea
by Tony Johnston

Coyote Sings to the Moon by Thomas King

Coyote Steals the Blanket: A Ute Tale
by Janet Stevens

Deep in the Forest by Brinton Turkle

The Enormous Turnip by Kathy Parkinson

Fables by Arnold Lobel

Farmer Joe's Hot Day
by Nancy Wilcox Richards

The Frog Prince Continued by Jon Scieszka

The Funny Little Woman by Arlene Mosel

The Giant Vegetable Garden
by Nadine Bernard Wescott

Goldilocks and the Three Bears
by James Marshall

Hansel and Gretel by James Marshall

Henny Penny by H. Werner Zimmerman

How the Manx Cat Lost Its Tail
by Janet Stevens

*How Turtle Set the Animals Free: An
Okanagan Legend*
by Okanagan Native Band Staff

*How Two-Feather Was Saved from
Loneliness: An Abenaki Legend*
by C. J. Taylor

Jack and the Beanstalk by Raymond Briggs

Jack and the Beanstalk
by Beatrice Schenk de Regniers

Jack and the Beanstalk
by Brian and Rebecca Wildsmith

James Marshall's Cinderella
by Barbara Karlin

Jim and the Beanstalk by Raymond Briggs

The Johnny Cake illustrated
by Margaret Ely Webb

Journey Cake, Ho! by Ruth Sawyer

The Little Red Hen by Paul Galdone

The Little Red Hen by Alan Garner

Little Red Riding Hood
by Trina Schart Hyman

*Little Red Riding Hood: A Newfangled
Prairie Tale* by Lisa Campbell Ernst

"The Miller, His Son, and Their Donkey"
by Ann McGovern from Aesop's Fables

*Missing Mother Goose: Original Stories
from Favorite Rhymes*
by Stephen Krensky

Music for the Tsar of the Sea
by Celia Barker Lottridge

Once Upon a Golden Apple
by Jean Little and Maggie De Vries

"The Pancake" by May Hill Arbuthnot
from *The Arbuthnot Anthology of
Children's Literature*

The Paper Bag Princess
by Robert Munsch

Paul Bunyan by Steven Kellogg

Peter and the Wolf by Sergei Prokofiev

Pondlarker by Fred Gwynne

Prince Cinders by Babette Cole

The Principal's New Clothes
by Stephanie Calmenson

Red Riding Hood by James Marshall

The Rough-Face Girl by Rafe Martin

Sam and the Tigers by Julius Lester

Sleeping Ugly by Jane Yolen

Snow White in New York by Fiona French

Somebody and the Three Blairs
by Marilyn Tolhurst

The Stinky Cheese Man and Other Fairly Stupid Tales by Jon Scieszka

Stone Soup by Ann McGovern

Tattercoats by Joseph Jacobs

A Telling of the Tales: Five Stories
by William J. Brooke

The Three Bears
by Robert and Marlene McCracken

The Three Billy-Goats Gruff
by Ellen Appleby

The Three Billy Goats Gruff
by Jane Stevens

The Three Little Javelinas by Susan Lowell

The Three Little Pigs by James Marshall

The Three Little Wolves and the Big Bad Pig by Eugene Trivizas

Tikki Tikki Tembo by Arlene Mosel

Tops & Bottoms by Janet Stevens

The True Story of the 3 Little Pigs!
by Jon Scieszka

Tye May and the Magic Brush
by Molly Garrett Bang

Ugh by Arthur Yorinks

The Ugly Duckling
by Hans Christian Andersen

The Ugly Duckling (Level 1)
by Harriet Ziefert

Collections

Aesop's Fables by Louis Untermeyer. New York: Golden Press, 1965.

American Tall Tales by Mary Pope Osborne. New York: Alfred A. Knopf, 1991.

Marguerite DeAngeli's Book of Nursery and Mother Goose Rhymes by Marguerite DeAngeli. New York: Doubleday and Company Incorporated, 1979.

Fairy Tales. New York: Penguin Putnam Inc., 1996.

Juba This and Juba That: Story Hour Stretches for Large or Small Groups by Virginia A. Tashjian. Boston: Little, Brown, and Company, 1969.

Tail Feathers from Mother Goose: The Opie Rhyme Book by Peter Opie and Iona Archibald. Toronto: Little, Brown, and Company, 1991.

Ten Small Tales by Celia Barker Lottridge. Toronto: Douglas and McIntyre, 1993.

Videocassettes

Children's Classics—Part 1. 58 min. ACCESS.

Cinderella and 9 Other Programs. 100 min. ACCESS.

The Country Mouse and the City Mouse. 120 min. ACCESS.

The Gingerbread Boy. 8 min. Troll, 1987.

Jack Frost and Other Fabulous Fables. 33 min. Diamond Entertainment, 1992.

Fabulous Fables. 33 min. Diamond Entertainment, 1992.

Little Red Riding Hood. 6 min. National Film Board, 1994.

The Nutcracker. 120 min. National Video Corporation, 1985.

Walt Disney Production Videos

Beauty and the Beast. 84 min. Distributed by Buena Vista Home Video.

Cinderella. 76 min. Distributed by Buena Vista Home Video.

The Little Mermaid. 83 min. Distributed by Buena Vista Home Video.

Pinocchio. 88 min. Distributed by Buena Vista Home Video.

Snow White and the Seven Dwarfs. 84 min. Distributed by Buena Vista Home Video.

Internet Websites (optional)

The following websites were available at the time this resource was printed. It is important to note that new websites become available on a regular basis while other websites are removed. It is very important that children's use of the Internet be closely monitored.

- This site has links to various Mother Goose and other nursery rhymes. Choose "Kids Love 2Learn.ca-for K-Gr.6 students" and follow the links:

<http://www.2learn.ca>

- This is one of the links from the above site. Musical accompaniments to many rhymes such as "This Old Man," "Where Oh Where Has My Little Dog Gone?", and Itsy Bitsy Spider":

<http://www.hendersonville-pd.org/hpdnursery.html>

- This site has links to various nursery rhymes and other children's poetry and literature in general. At the site choose Everything for Education K12, then the Language Arts category and then go to Poetry.

<http://www.eduhound.com>



Social



Physical



Intellectual



Creative



Emotional

Teaching the Whole Child

The Land of Threes



The reading portion for the second half of Module 8: Let's Have a Story will focus on the numeral 3. Your student will begin the journey to the Land of Threes by reading "The Three Billy Goats Gruff." As in previous days, encourage your student to walk through the door to the world of imagination, help him or her make a distinction between real and make-believe. Then, turn right to get to the Land of Threes.

Your journey to the Land of Threes will culminate in a three-filled day at the end of the module. You could invite family and friends to celebrate the joy of the numeral 3 on Day 18.

Today's reading activities will focus on story structure and creative thinking. Before beginning the reading portion of today's activities, you will find it helpful to prepare the **Story Chart** in advance.

During Project Time, your student can dramatize the story with puppets, paint a mural, or build a bridge from recycled material.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- Story Journal
- Story Journal Sentences and Story Journal Topics charts
- Thematic Assignment Booklet 8B
– Day 10: Long and Short ea Sounds
- *Collections Writing Dictionary*

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 8, Day 10.

Project Time

Project Choice 1: Story Mural and Retelling

- large sheet of paper (at least 200 cm by 100 cm)

- scraps of paper, material, or yarn (optional)
- blank audiocassette and tape recorder

Project Choice 2: Dramatic Play

- Thematic Assignment Booklet 8B
– Day 10: The Three Billy Goats Gruff
- craft sticks

Project Choice 3: Building a Bridge

- recycled boxes
- paper tubes from wrapping paper, toilet paper, or paper towel
- craft sticks and scraps of wood
- paint
- paintbrushes

Story Time

- mutually chosen reading material
- *The Three Billy Goats Gruff* illustrated by Ellen Appleby (optional)

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Follow your usual Calendar Time routine. For additional Calendar Time activities, refer to the Calendar Package.



Focus for Today

The focus for today will be on your student's **confidence in choosing and completing the chosen project.**

Language Arts

Time recommended: 60 minutes

Word Study

part

put

Print the two high-frequency words **part** and **put** on coloured index cards. Check to see if your student can read these words without sounding them out. If so, place the cards in the student's personal word bank for periodic review.

If more assistance is needed, have your student practise writing and reading the words on a piece of paper or on a chalkboard. Although spelling these words is not required at this time, the act of printing them will help your student remember them.

Visually noticing details about the words will also help your student to recall the spelling of a word. Point out that both of these words begin with the letter **p** and end with the letter **t**.

part

Use the key word **car** to remind your student of the sound of the letter combination **ar**.



Refer to the Key Words and Actions Guide in the Home Instructor's Manual for a picture and description of the "ar" sound.

put

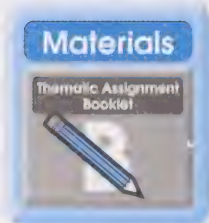
The word **put** is best presented visually, since the **u** makes the sound of the **looking oo's**.

At this time, encourage your student to choose one theme-related word or special-interest word to print on a white index card and put into the New Word Box for study. Remind your student to add any new words to the *Collections Writing Dictionary*.

Phonics and Printing

The vowel combination **ea** can have the "long e" sound, as in the word **eat**. It can also have the "short e" sound, as in the word **head**. Invite your student to look in a mirror to see the position of his or her mouth and tongue when saying each of the sounds.

Take out a piece of paper and help the student draw a vertical line down the centre of the page. At the top of the left column, print the word **eat**; at the top of the right column, print the word **head**. Challenge yourselves to list as many rhyming words as possible in each column.



Review the long and short vowel marks. Then, turn to Day 10: Long and Short ea Sounds in Thematic Assignment Booklet 8B and follow the directions to complete the page.

Have your student print the following verse in his or her Printing Practice notebook. Encourage the student to take care with letter size and formation, spacing, and how the letters sit on the line.

**Polly put the kettle on,
Polly put the kettle on,
Polly put the kettle on,
We'll all have tea.**

Traditional



Music and Movement

Time recommended: 10–15 minutes



Today your student will play a game of Hide and Seek. This game provides children with a good opportunity to practise counting. The player who is “it” can count by ones, twos, fives, or tens while the other players are hiding. “It” will shout, “Ready or not, here I come.”

When a hiding player is discovered, “it” calls out, “One, two, three on (that player’s name)!”

Following are some of the chants used in Hide and Seek games.

**Bushel of wheat, bushel of rye
All not hid, holler “I”!**



**Five, ten, fifteen, twenty,
Twenty-five, thirty, thirty-five, forty,
Anyone 'round my base is IT.
Here I come, ready or not.**

**Two, four, six, eight,
Meet me at the garden gate.
If I'm late, don't wait,
Two, four, six, eight.
COMING!**

If you want to end the game or need to gather the players together, be sure to call out, “Come out, come out, wherever you are.”

Language Arts

Time recommended: 60 minutes

Reading

Prepare a story chart on a piece of chart paper by listing the five main elements of a story: **characters**, **setting**, **problem**, **events**, and **solution**. Write some questions about these elements. Your story chart may look similar to the one shown below.

Story Chart	
Characters	Who is the story about?
Setting	Where and when does the story take place?
Problem	What problem has to be solved by the characters?
Events	What happens in the story?
Solution	How is the problem solved?

As you talk about an old and probably familiar folk tale, your student will develop a greater understanding of the elements of folk tales.

Today your student will read the story “The Three Billy Goats Gruff.” Begin by reading the title and having the student look at the illustrations. Then, ask your student to predict what the story will be about. Discuss why he or she made that prediction.

Next, have the student identify some familiar and high-frequency words. High-frequency words that your student has already studied are **the, a, there, were, called, in, they, but, when, came, to, up, on, their, way, had, was, one, it, made, of, and, with, out, (without), he, them, first, his, went, little, round, as, over, who, that, my, from, I, am (I’m), no, you, are (you’re), not, said, for, much, too, would, very, good, why, do, than, me, be, more, did, if, all, can, go, get, your, so, have, around, my, him, will, what, into, then, down, could, and liked.**

Point out the word **ill** in the name **Billy** and discuss that the letter **y** at the end of Billy makes a “long e” sound. Also, talk about the letters **oa** in the word **goat** making the “long o” sound and the letter **u** in the word **Gruff** making the “short u” sound.

Materials

Home Instructor's Manual



Use the Key Words and Actions Guide in the Home Instructor's Manual to guide your instruction.

Discuss the contractions **who's**, **I'm**, **you're**, and **he's**, and print the two words that make each contraction.

Then, direct your student's attention to the following repeated pattern in the story.

“Who’s that _____ over my bridge?”
growled the troll from under the planks.

“I’m only going up to the mountain to eat the
sweet spring grass.”

“Oh no, you’re not!” said the troll. “I’m going to
eat you for breakfast!”

Your student could read the following story silently or share the reading with you, either individually or as a partner. Your undivided attention will offer encouragement.

===== The Three Billy Goats Gruff =====

Once upon a time, there were three billy goats called Gruff. In the winter they lived in a barn, but when the valley spring came, they longed to travel up to the mountains to eat the lush sweet grass.

On their way to the mountains, the three Billy Goats Gruff had to cross a rushing river. But there was only one bridge across it, made of wooden planks. And underneath the bridge there lived a terrible, ugly, one-eyed troll.



Nobody was allowed to cross the bridge without the troll's permission—and nobody ever got permission. He always ate them up.

The smallest Billy Goat Gruff was first to reach the bridge. Trippity-trop, trippity-trop went his little hooves as he trotted over the wooden planks. Ting-tang, ting-tang went the little bell around his neck.

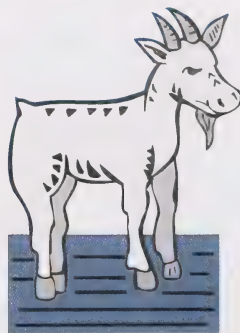
“Who’s that trotting over my bridge?” growled the troll from under the planks.

“Billy Goat Gruff,” squeaked the smallest goat in his little voice. “I’m only going up to the mountain to eat the sweet spring grass.”

“Oh no, you’re not!” said the troll. “I’m going to eat you for breakfast!”

“Oh no, please, Mr. Troll,” pleaded the goat. “I’m only the smallest Billy Goat Gruff. I’m much too tiny for you to eat, and I wouldn’t taste very good. Why don’t you wait for my brother, the second Billy Goat Gruff? He’s much bigger than me and would be much more tasty.”

The troll did not want to waste his time on a little goat if there was a bigger and better one to eat. “All right, you can cross my bridge,” he grunted. “Go and get fatter on the mountain and I’ll eat you on your way back!”



So the smallest Billy Goat Gruff skipped across to the other side.

The troll did not have to wait long for the second Billy Goat Gruff. Clip-clop, clip-clop went his hooves as he clattered over the wooden planks. Ding-dong, ding-dong went the bell around his neck.

“Who’s that clattering across my bridge?” screamed the troll, suddenly appearing from under the planks.

“Billy Goat Gruff,” said the second goat in his middle-sized voice. “I’m going up to the mountain to get the lovely spring grass.”



“Oh no, you’re not!” said the troll. “I’m going to eat you for breakfast.”

“Oh, no, please,” said the second goat. “I may be bigger than the first Billy Goat Gruff, but I’m much smaller than my brother, the third Billy Goat Gruff. Why don’t you wait for him? He would be much more of a meal than me.”

The troll was getting very hungry, but he did not want to waste his appetite on a middle-sized goat if there was an even bigger one to come. “All right, you can cross my bridge,” he rumbled. “Go and get fatter on the mountain and I’ll eat you on your way back!”

So the middle-sized Billy Goat scampered across to the other side.

The troll did not have to wait long for the third Billy Goat Gruff. Tromp-tramp, tromp-tramp went his hooves as he stomped across the wooden planks. Bong-bang, bong-bang went the big bell around his neck.

“Who’s that stomping over my bridge?” roared the troll, resting his chin on his hands.

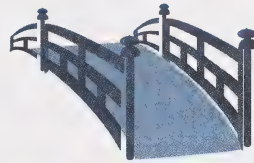
“Billy Goat Gruff,” said the third goat in a deep voice. “I’m going up to the mountain to eat the lush spring grass.”



“Oh no, you’re not,” said the troll as he clambered up on to the bridge. “I’m going to eat you for breakfast!”

“That’s what you think,” said the biggest Billy Goat Gruff. Then he lowered his horns, galloped along the bridge and butted the ugly troll. Up, up, up went the troll into the air . . . then down, down, down into the rushing river below. He disappeared below the swirling waters, and was drowned.

“So much for his breakfast,” thought the biggest Billy Goat Gruff. “Now what about mine!” And he walked in triumph over the bridge to join his two brothers on the mountain pastures. From then on anyone could cross the bridge whenever they liked—thanks to the three Billy Goats Gruff.



After the reading, discuss the following questions:

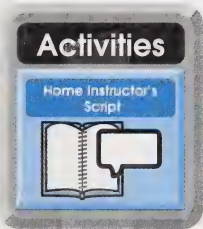
Did you like this story? Why?

Tell me what happened in the story.

Now, read the story again, experimenting with quality of voice to differentiate between the three billy goats. This story can be easily read as readers' theatre. Divide up the parts.

- Narrator
- Little Billy Goat Gruff
- Middle-Sized Billy Goat Gruff
- Big Billy Goat Gruff
- Troll

If other family members are available, invite them to join you.



Then, use the following questions to continue your discussion:

Who are the characters or animals in the story?

Where does the story take place?
This is called the **setting**.

How do you think Little and Middle-Sized Billy Goats Gruff felt when the troll stopped them on the bridge?

How do you think the troll felt when Big Billy Goat Gruff knocked him off the bridge?

Why do you think that?

Why do you think the troll was so mean?

Why do you think he lived under that bridge?

Do you think what Big Billy Goat Gruff did to the troll was fair?

What would you have done? Why?

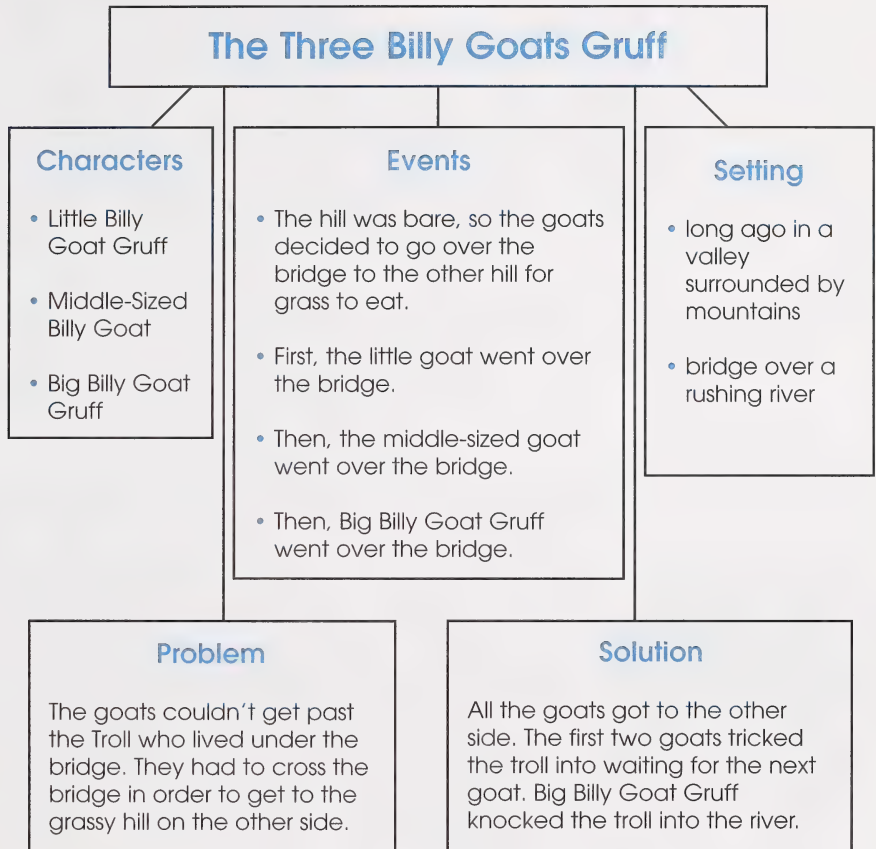
After you have finished this discussion of the tale with your student, explain that now you will do an activity to learn about the parts that make up this story.

Take out the Story Chart you made earlier and display it. Discuss the headings on the Story Chart so that your student can connect each story element with the story of “The Three Billy Goats Gruff.” Start with the following questions:

Who are the characters or animals in the story?

Where does the story take place?

Record your student's answers on a story web like the one below.



Story Journal

Exposure to different forms of literature provides your student with the opportunity to learn many things. The study of folk tales can be used to help understand the difference between reality and make-believe.

Perhaps during Story Journal today, your student can make a list of events that could never occur in real life. For example, in the story of "Little Red Riding Hood," a wolf could never talk to a little girl, but Little Red Riding Hood could go to visit her grandmother.

Things That Could Never
Happen in Real Life

- A wolf could never talk to someone.

Things That Could
Happen in Real Life

- A girl could go to visit her grandmother.

Materials

Student Folder

abc

Your student could also choose from the Story Journal Sentences or Story Journal Topics charts.

Label the top of the writing page with the student's full name and M8D10 and place the page in the Story Journal. Then, place the Story Journal in the Student Folder until the next time it is needed.

Writer's Workshop (optional)

In the tale "The Three Billy Goats Gruff," the three goats had a problem to solve. Discuss this problem with your student using the following script:

The Three Billy Goats Gruff had a problem.

They had to figure out how to get over the bridge to the mountains without being eaten by the troll who lived under the bridge.

We know how the three goats solved the problem in the story.

Can you think of another way they could get to the other side?

What would you have done?

Why would you have done that?

Let's try to think of as many different ways of getting over to the other side as we can.

After this discussion, have your student print one or more solutions. Depending on your student's writing skills, you could provide a pattern sentence, such as the following:

The goats could _____.

(Accept any reasonable solution, such as build their own bridge, use a helicopter, walk on some logs, and so on.)

Encourage as much independence as possible in thinking of what to say and in the actual writing. The student may underline words with doubtful spelling and these can be checked later. Ask the student to illustrate a favourite solution.

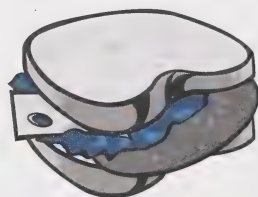
Have the student label the assignment with his or her full name and M8D10 before placing it in the Student Folder.



**Can you find three things to eat
for lunch?**

**Try to choose something from three
of the four food groups—**

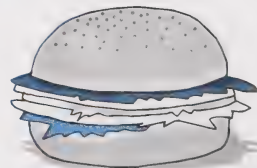
- Grain Products
- Vegetables and Fruits
- Milk Products
- Meat and Alternatives



sandwich



stir-fry



hamburger

**Can you put three food groups into
a stir-fry, a sandwich, or a
hamburger?**

Have you got a better idea?

Silent Reading

Time recommended: 5–10 minutes

Now is the time when you and your student can read magazines and books of your own choice.



Math Time

Time recommended: 45 minutes

If your student is registered in the Mathematics program that accompanies this Thematic program, encourage your student to work on mathematics each school day.

Proceed with Mathematics Module 8, Day 10 activities now.

If your student is not registered in the Grade One Mathematics program, then proceed with the activities that follow.

Project Time

Time recommended: 50 minutes

The first project allows your student to represent the setting for “The Three Billy Goats Gruff” in a mural and then to record an accompanying story. The dramatic play project enables your student to retell the tale of “The Three Billy Goats Gruff.” The third project gives your student the opportunity to recycle old materials.

Your student is only required to complete **one** of the choices.

Project Choice 1: Story Mural and Retelling



The purpose of this activity is to represent the story of “The Three Billy Goats Gruff” in a different way. It also provides your student the opportunity to tell the story, using the mural as a prop.

Briefly discuss the story with your student. Ask him or her to think about the story, encouraging mental pictures of the characters. Then invite your student to create a mural of the story. Focus the student’s attention on the characters and the setting.

After your student has completed the mural, make a recording of him or her retelling the story. Before you record your student’s story, make sure you start the tape with an introduction, such as “This is Day 10, Project Choice 1 by (your student’s name).”

When you have finished taping the story, the student could share the project with the rest of the family during Sharing Time. It will be particularly interesting for your student to hear his or her voice on tape.



After sharing the recording, label the cassette and place it in the Student Folder. If feasible, take a photograph of your student standing beside the mural. Label the back of the photograph with the student’s full name and M8D10, and place it in an envelope along with the cassette. Put the envelope into the Student Folder.

Project Choice 2: Dramatic Play

In this activity, your student can express the story of “The Three Billy Goats Gruff” from a personal point of view. But first, you will need some props, such as puppets.

When the props are ready, invite your student to act out the story. You or another family member could take one of the roles. Rehearse a few times before performing at Sharing Time.

Materials

Thematic Assignment Booklet



If you are using puppets, you could turn to Day 10: “The Three Billy Goats Gruff” in Thematic Assignment Booklet 8B and use the figures on this page to make the puppets.

If puppets are being used, have your student use a table or the back of a couch for a stage. The student can hide below the table top or behind the couch and hold the puppet figures above to perform the play.

Materials

Student folder



Briefly comment on a sheet of paper about your student's dramatic experience and, if feasible, take a couple of photographs. If a video camera is available, videotape the play. Clearly label all items with student's full name and M8D10 and place them in the Student Folder.



Project Choice 3: Building a Bridge

For this project, your student could use any available materials to build a bridge. Building objects out of recycled materials reinforces the concepts of reduce, reuse, and recycle.

See What You Need Today for a sample list of materials that can be used. Also look in your Treasure Box for suitable materials. Allow creativity in the construction process. The only requirement is that the structure must be a bridge like the one in the story “The Three Billy Goats Gruff.”



Comment on a sheet of paper about your student's bridge-building activity and, if possible, take photographs of various stages of development. Label the comments page and the photographs with the student's full name and M8D10 and place them in the Student Folder.

Sharing Time

Time recommended: flexible

Your student may be interested in playing Hide and Seek when there are more people available to play. One of the Project Time choices would also be suitable for sharing. Another fun activity would be to involve family or friends in brainstorming a list of things that come in threes. For a beginning, what about the following?

- triplets
- the legs on a tripod
- the wheels on a tricycle



Let's Look Back

Time recommended: 10 minutes

You and your student can reflect on the activities of the day. Use the following script to discuss how your student feels about making choices and following through with them.

Do you remember what the three project choices were today?

(List them if the child cannot remember.)

Did you find it easy or difficult to choose the project you wanted to complete?

Do you usually find it hard to make up your mind when choosing projects?

Which is more enjoyable—to help set up before a project or clean up after a project? Why?

What is your favourite type of project to complete? Do you like

- painting
- making a craft
- baking
- writing a book
- putting on a play



Story Time

Time recommended: flexible

Story Time is a great time for revisiting and talking about the stories you and your student have read. You may also choose to read other classic tales or to start a collection of stories and read a bit every day. Look in the list of additional resources at the beginning of this module. You will find many more collections at your local library or school library.

Materials

Reading Resources



If the two of you would like to read another telling of today's tale, look for *The Three Billy Goats Gruff*, illustrated by Ellen Appleby.



**Today you read about three goats.
Tomorrow you will read about
three bears.**

**Can you guess what story you will
be reading?**

Turnabout

Today your student will discover and create **turnabout** tales—stories that are identical except for one element that has been switched around.

During Music and Movement, your student will have the opportunity to practise his or her skipping and counting skills. “Goldilocks and the Three Bears” will be the focus story for Reading.

Project Time today allows your student to explore the bear theme in more detail. Your student will go on an imaginary bear hunt and then prepare a bear meal or make a bear mask.

Have you ever seen three bears in real life?



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- Thematic Assignment Booklet 8B
– Day 11: One Syllable, Two Syllables
- Story Journal
- Story Journal Sentences and Story Journal Topics charts
- *Collections Writing Dictionary*

Music and Movement

- skipping rope

Silent Reading

- books, magazines, or other favourite reading material
- *Teddy Bear, Teddy Bear* by Robert and Marlene McCracken

Math Time

- See Mathematics Module 8, Day 11.

Project Time

Project Choice 1: Bear Hunt

- audiocassette *10 Carrot Diamond*

Project Choice 2: Bear Essentials

- recipe and ingredients for making Three Bears' Porridge

Project Choice 3: Bear Mask

- paper plate
- brown and black construction paper
- felt marker or crayon
- string or elastic

Let's Look Back

- Thematic Assignment Booklet 8B
– Day 11: Learning Log

Story Time

- mutually chosen reading material
- *Goldilocks and the Three Bears* by James Marshall or *The Three Bears* by Robert and Marlene McCracken (optional)



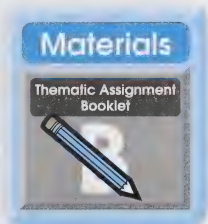
Calendar Time

Time recommended: 10 minutes

Proceed with your usual Calendar Time routine. Then, select an additional activity from the Calendar Time Teaching Notes found in the Calendar Package. For example, your student could answer questions such as the following:

- How many days has it been since . . . ?
- How many months has it been since . . . ?
- How many days will it be until . . . ?

Focus for Today



The focus for the Learning Log today is on your student's ability **to think creatively** and **to refer to past experiences when creating original stories**. Turn to Thematic Assignment Booklet 8B and preview the Day 11: Learning Log.

Language Arts

Time recommended: 35 minutes

Word Study

years

does

Print the two high-frequency words **years** and **does** on coloured index cards. Can the student read these words immediately without sounding them out? If so, these words can be placed in the student's personal word bank.

If your student is unable to read today's words at a glance, then print the words on a piece of paper or a chalkboard and study the individual letters.

Show your student that both of today's high-frequency words contain smaller words. Separate the smaller word from the rest of the word.

y ears

do es

Remind your student that an **s** is added to the word **year** so that **years** means "more than one year."

We have lived in town one year.

We lived in the country six years.

The word **does** is an irregular word that sounds as if it should be spelled d-u-z. Review that it has the little word **do** in it.

Remind your student to put the word **does** in jail.

does

Also have your student add any new words to the *Collections Writing Dictionary*.

Phonics and Printing

One method to determine how many beats, or **syllables**, a word has is to clap the parts of the word. For example, the words **because** and **little** have two beats and the word **walk** has only one.

be cause

lit tle

walk

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 8B, and follow the directions to complete Day 11: One Syllable, Two Syllables. Remind the student to print neatly, paying attention to letter size and formation, as well as how the letters sit on the line.

Music and Movement

Time recommended: 10–15 minutes

Music and Movement today and on Day 13 will focus on skipping. Hopefully your student has had the opportunity to practise skipping since Day 6. If your student is physically unable to skip, substitute another possible movement that can be repeated.



The following types of chants encourage your student to count the number of completed skips. Encourage trying to increase this number over a period of days. Perhaps the highest number of skips can be recorded.

Down by the river,

Down by the sea,

(person's name) **went fishing**

With Daddy and me.

How many fish did (person's name) **get?**

One, two, three, four, five . . .

**Down in the valley where the green
grass grows,**

There sat (person's name)

pretty as a rose.

**Along came a frog and kissed
her/him on the cheek.**

**How many kisses did she/he get that
week?**

10, 20, 30, 40, . . .

Language Arts

Time recommended: 60 minutes

Reading

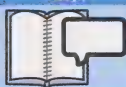
Materials

Reading Resources



Activities

Home Instructor's Script



Invite the student to walk through the door to the world of imagination three times before discussing the story of “Goldilocks and the Three Bears.”

Have the student read the title “Goldilocks and the Three Bears” and look at the illustrations. Give help as needed. Next, use the following questions to guide your discussion:

What animals will this story be about?

How many bears will you read about?

Have you ever heard this story before?

What do you think this story is about?

Why do you think the story will be like that?

Now, read the story together or take turns reading.



Goldilocks and the Three Bears

Once upon a time in a large forest, close to a village, stood the cottage where the Teddy Bear family lived. They were not really proper Teddy Bears, for Father Bear was very big, Mother Bear was middle-sized, and only Baby Bear could be described as a Teddy Bear.



Each bear had its own size of bed. Father Bear's was large and nice and comfy. Mother Bear's bed was middle-sized, while Baby Bear had a fine little cherrywood bed that Father Bear had ordered from a couple of beaver friends.

Beside the fireplace, around which the family sat in the evenings, stood a large carved chair for Father Bear, a delightful blue velvet armchair for Mother Bear, and a very little chair for Baby Bear.

Neatly laid out on the kitchen table stood three china bowls: a large one for Father Bear, a smaller one for Mother Bear, and a little bowl for Baby Bear.

The neighbours were all very respectful to Father Bear and people raised their hats when they went by. Father Bear liked that and he always politely replied to their greetings. Mother Bear had lots of friends. She visited them in the afternoons to exchange good advice and recipes for jam and bottled fruit.

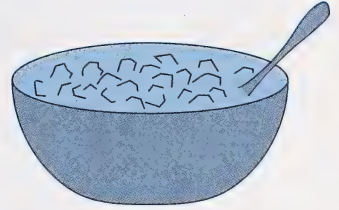


Baby Bear, however, had hardly any friends. This was partly because he was rather a bully and liked to win games and arguments. He was a pest, too, and he was always getting into mischief.

Not far away lived a fair-haired little girl who had a similar nature to Baby Bear, only she was haughty and stuck-up as well, and though Baby Bear often asked her to come and play at his house, she always said no.

One day, Mother Bear made a nice pudding. It was a new recipe, with blueberries and other crushed berries. Her friends told her it was delicious.

When it was ready, she said to the family, "It has to be left to cool now, otherwise it won't taste nice. That will take at least an hour. Why don't we go and visit the Beavers' new baby? Mummy Beaver will be pleased to see us."



Father Bear and Baby Bear would much rather have eaten the pudding, warm or not, but they liked the thought of visiting the new baby.

"We must wear our best clothes, even for such a short visit. Everyone at the Beavers' will be very busy now, and we must not stay too long!"



And so they set off along the pathway toward the river bank. A short time later, the stuck-up little girl, whose name was Goldilocks, passed by the Bears' house as she picked flowers.

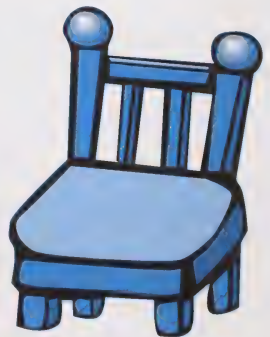
“Oh, what an ugly house the Bears have!” said Goldilocks to herself as she went down the hill. “I’m going to peek inside! It won’t be beautiful like my house, but I’m anxious to see where Baby Bear lives.” Knock! Knock! The little girl tapped on the door. Knock! Knock! Not a sound . . .



“Surely someone will hear me knocking,” Goldilocks said to herself impatiently. “Anyone at home?” she called, peering round the door. Then, she went into the empty house and started to explore the kitchen.

“A pudding!” she cried, dipping her finger into the pudding Mother Bear had left to cool. “Quite nice!” she murmured, spooning it from Baby Bear’s bowl. In a twinkling, the bowl lay empty on a messy table. With a full tummy, Goldilocks went exploring.

“Now then, this must be Father Bear’s chair, this will be Mother Bear’s, and this one must belong to Baby Bear. I’ll just sit on it a while!”

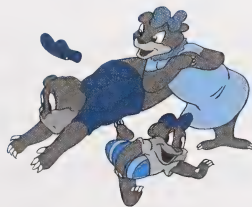


With these words, Goldilocks sat herself down onto the little chair which, quite unused to such a sudden weight, promptly broke a leg. Goldilocks crashed to the floor, but, not in the least dismayed by the damage she had done, she went upstairs. There was no mistaking which was Baby Bear's bed.

"Mmm! Quite comfy!" she said, bouncing on it. "Not as nice as mine, but nearly! Then she yawned. I think I'll lie down, only for a minute . . . just to try the bed." In next to no time, Goldilocks lay fast asleep in Baby Bear's bed. In the meantime, the Bears were on their way home.

"Wasn't the new Beaver baby ever so small?" said Baby Bear to his mother. "Was I as tiny as that when I was born?"

"Not quite, but almost," came the reply, with a fond caress. From a distance, Father Bear noticed the door was ajar.



"Hurry!" he cried. "Someone is in our house . . ." He dashed into the kitchen. "I knew it! Somebody has gobbled up the pudding . . ."

“Someone has been jumping up and down on my armchair!” complained Mother Bear.

“... and somebody’s broken my chair!” wailed Baby Bear.

Where could the culprit be? They all ran upstairs and tiptoed in amazement over to Baby Bear’s bed. In it lay Goldilocks, sound asleep. Baby Bear prodded her toe . . .



“Who’s that? Where am I?” shrieked the little girl, waking with a start. Taking fright at the scowling faces bending over her, she clutched the bedclothes up to her chin. Then she jumped out of bed and fled down the stairs.

“Get away! Away from this house!” she told herself as she ran, forgetful of all the trouble she had so unkindly caused. But Baby Bear called from the door, waving his arm, “Don’t run away! Come back! I forgive you . . . come and play with me!”



And this is how it all ended. From that day onward, haughty, rude Goldilocks became a pleasant little girl. She made friends with Baby Bear and often went to his house. She invited him to her house, too, and they remained good friends, always.

Use the following questions in your discussion of the story:

Why do you think Goldilocks went into the house when no one was home?

Do you think she will ever go into someone's house again when no one is home? Why?

How do you think the bears felt when they came home and found out someone had been eating their pudding?

How do you think Baby Bear felt when he found his broken chair?

What do you think Baby Bear's parents will do or say to make him feel better?



turnabout tale: a new version of a story where the characters are reversed

Talk with your student about how an author can turn a story around to create a new story. This kind of story is called a **turnabout tale**. Think back to some of the folk tales you have been reading in this module. What if the characters of these stories were reversed?

- What would happen if three trolls tried to cross the bridge to get to the other side, and Big Billy Goat Gruff wouldn't let them?
- What would happen if the gingerbread boy chased after everyone because he wanted them to see how good he tasted?
- What would happen if the ugly duckling went around telling all the animals how ugly they were?

Have fun making up your own turnabout tales!

Story Journal

Use the Story Journal Sentences chart or the Story Journal Topics chart to select a sentence or topic for today. Remember, of course, that your student has the option of writing about accomplishments, family events, or anything of personal interest.

If writing a Story Journal, remind your student to print the day at the top of the page, the name of the story, and then the response.

Label the top of the writing page with the student's full name and M8D11. Place it in the Story Journal. Put the Story Journal in the Student Folder until the next time it is needed.

Materials

Student Folder



**This would be a good time to
have lunch.**

**Are you thinking about having
some pudding?**



Silent Reading

Time recommended: 5–10 minutes

Do you remember the bear book from Module 1, *Teddy Bear, Teddy Bear* by Robert and Marlene McCracken? This may be a good time to revisit this book.

Materials

Reading Resources



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 8, Day 11.

Project Time

Time recommended: 50 minutes

Today's Project Time gives your student the opportunity to continue working with the bear theme. Take your student on an imaginary bear hunt, cook a bear meal, or make a bear mask.

Project Choice 1: "Going on a Bear Hunt"



Before beginning this activity, listen to another version of this song called "Looking for Dracula" by Charlotte Diamond. You will find this song on the audiocassette *10 Carrot Diamond*.

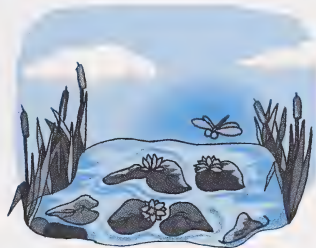
Listening to this song will give you an idea of the beat of the song "Going on a Bear Hunt." Tap the rhythm on your knees to give the sound of the bear walking.

This is an **echo song**, which means that each phrase is repeated like an echo.

===== Going on a Bear Hunt =====

Going on a bear hunt.
But I'm not afraid.
I've got my bear mask.
I've got my porridge and my honey.

Oh, oh!
What do I see?
I see a great big swamp!
Can't go around it.
Can't go over it.
Can't go under it.
We'll have to walk through it.
Thhhph, Thhhph, Thhhph!



(Use big steps with bent knees and pretend to brush the grass aside.)

Going on a bear hunt.
But I'm not afraid.
I've got my bear mask.
I've got my porridge and my honey.

Oh, oh!
What do I see?
I see a great big lake.
Can't go around it.
Can't go over it.
Can't go under it.
We'll have to swim through it.
Splish, Splish, Splish!



All right into the boat!
Row, row, row your boat gently down the
stream
Ha, ha! Fooled you, I'm a submarine.

Going on a bear hunt.
But I'm not afraid.
I've got my bear mask.
I've got my porridge and my honey.

Oh, oh!
What do I see?
A spooooky forest!
Can't go around it.
Can't go over it.
Can't go under it.
We'll have to creep through it.
Creep, Creep, Creep!

(Walk with shoulders hunched and use a creeping motion.)

The next few lines are spoken so they will raise suspense and fear. Start slowly and softly, increasing speed and volume as the verse builds to a climax.

Oh, oh!
What do I see?
A great big paw!
Attached to a great big leg!
Attached to a great big body!
Attached to a great big head!
With great big teeth!
Quick let's get out of here!

Run through the spooooky forest.
Swish, Swish, Swish! (Make a running motion.)

Into the boat!
Row, row, row your boat gently down the stream.
Ha, ha! Fooled you, I'm a submarine.

Swim through the great big lake.
Splish, Splish, Splish! (Repeat swimming motion.)

**Quick into the swamp!
Thhhph, Thhhph, Thhhph!
Run into the house!
Close the door!
Lock the door!**

**Did you see that bear's feet?
I think he needs to see a foot doctor!**



This song's dramatic activity could take you on a tour around the house. Have fun making an obstacle course of the hunt or just do it in your chairs. Put lots of feeling in the words. See how many different feelings come up during this activity. Examples could include excitement, fear, surprise, curiosity, and relief.

Project Choice 2: Bear Essentials

In this project, the two of you will prepare one of the three bears' favourite meals—porridge! Remind your student to wash up before beginning and to help clean up afterwards.

You may want to do this project at another time during the day, perhaps at tomorrow's breakfast. If you don't have a favourite recipe for porridge, try the three bears' secret recipe. It makes enough for three hungry bears or four people!

Three Bears' Porridge

2 cups water	4 teaspoons peanut butter
1 cup rolled oats	4 teaspoons honey
1/3 cup raisins	

Put the water on to boil. When it comes to a full boil, sprinkle the oatmeal and raisins into the water and stir well. As soon as the porridge begins to thicken (about 1 minute), reduce the heat and simmer for about 10 minutes, stirring occasionally.

Pour the porridge into bowls and add 1 teaspoon of peanut butter and 1 teaspoon of honey to each. Stir well. Make a face with a few raisins on top.

Encourage your student to do most of the measuring and mixing the ingredients. After the porridge is cooked and served, you could go for a walk while it cools. Be careful of what might await when you return!

Project Choice 3: Bear Mask

For this project, your student will make a bear disguise. Use a paper plate as a pattern for the mask or trace around a plate on a piece of cardboard and cut it out. Trace around the plate on a piece of brown construction paper. Glue the brown paper to the plate. Hold the paper plate up to your student's face and mark the positions for the eye holes.

Then help your student cut out the two holes with a pair of scissors.



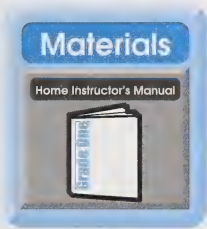
Guide your student to draw and cut out round bear ears from the brown construction paper. Make a snout and whiskers out of black construction paper. Then invite your child to add other details to the mask with a felt marker or crayon. Attach a piece of string or elastic to hold the mask on your student's head.

Now the student can pretend to be Little Bear or he or she can make up another story about bears. The mask can also be used as a wall decoration.

Sharing Time

Time recommended: flexible

Take family members on a bear hunt, serve them porridge for breakfast, or entertain them with a bear mask.



Another option would be to do a readers' theatre version of "The Three Bears." Invite family members to participate in the production. Refer to the Readers' Theatre section of the Home Instructor's Manual for further information on this type of presentation.

Let's Look Back

Time recommended: 10 minutes

As you look back on today's activities, think of what your student enjoyed most. You will also discover how he or she feels about creating stories, particularly turnabout stories, which are the topic for the day. The following questions will help you begin your discussion.

How did you feel about making up or inventing a story?

Would you enjoy making up more turnabout stories?

Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 8B, and complete Day 11: Learning Log. Record your student's thoughts on which activity was most enjoyable today.

Story Time

Time recommended: flexible

A suggested reading for Story Time is the book *Goldilocks and the Three Bears* by James Marshall.

Materials

Reading Resources



**Tomorrow you will enjoy another
version of
“The Gingerbread Boy” called
“The Big Pancake.”**

**How do you think this story will be
different from the one you read in
Module 8A?**

“The Big Pancake”

Today’s version of the classic story “The Gingerbread Boy” is a humorous turnabout. You, your student, and possibly other family members will have the opportunity to expressively present this turnabout in a readers’ theatre activity.

For Music and Movement, you and your student will have the opportunity to sing and do the accompanying actions for a song that originated in Canada.

In Project Time, your student could choose to do some science experiments or complete a breakfast survey.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- Thematic Assignment Booklet 8B
 - Day 12: Compound Words
 - Day 12: Same and Different
- Story Journal
- Printing Practice notebook
- *Collections Writing Dictionary*

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 8, Day 12.

Project Time

Project Choice 1: Hot and Cold Experiments

- bowls or cups containing water of varying temperatures
- wooden spoon or pencil
- metal spoon or fork

Let's Look Back

- Thematic Assignment Booklet 8B
 - Day 12: Learning Log

Story Time

- mutually chosen reading material
- *Somebody and the Three Blairs* by Marilyn Tolhurst (optional)

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

After completing your usual Calendar Time routine, proceed with some individualized calendar activities, such as observing and listing some seasonal changes.

Focus for Today

Materials

Thematic Assignment Booklet



The focus for the Learning Log today is on your student's **enjoyment of music and ability to keep the beat while clapping**. Preview the Day 12: Learning Log in Thematic Assignment Booklet 8B.

Language Arts

Time recommended: 35 minutes

Spelling

Materials

Home Instructor's Manual



Today you review the six spelling words introduced on Day 3. Put up a chart listing these words in the learning area. Refer to the Spelling section of the Home Instructor's Manual as well as the study points presented on Day 5 of Module 8A for ideas on ways to study spelling.

Phonics and Printing

Compound words are made by joining two words together to make one word. Not all words, however, can be joined together to make compound words.

You can introduce your student to the concept of compound words by asking the following riddles:

What do you call a house that belongs to a dog?

Activities

Home Instructor's Script



What kind of brush do you use to clean your teeth?

What do you call a box where you get your mail?

What do you call a boat with sails?

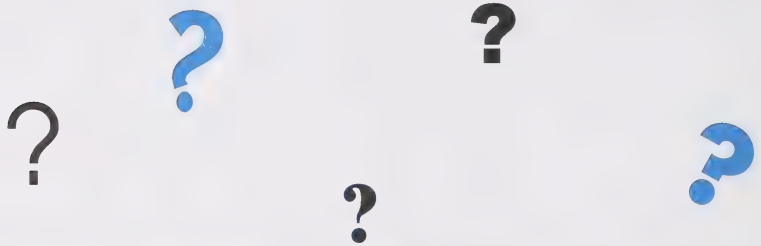
Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 8B, and follow the directions to complete Day 12: Compound Words.

For printing practice, your student could write a riddle in his or her Printing Practice notebook.



Music and Movement

Time recommended: 10–15 minutes

Your student will be singing "Miss Polly Had a Dolly," a song that originated in Canada. Some actions for this song are suggested, but encourage your student to add personal actions. Once again, if you are not familiar with this tune, your student will still enjoy chanting the verses.

Miss Polly Had a Dolly

Miss Polly had a dolly who was sick, sick, sick. (Hold stomach on "sick.")

So she called for the doctor to come quick, quick, quick.

(Move arms back and forth as if running.)

The doctor came with his bag and his hat.

And he knocked on the door with a rat a-tat tat.

(Pretend to knock on door.)



He looked at the dolly and he shook his head, And he said, "Miss Polly, put her straight to bed." (Waggle finger.)

He wrote on some paper for a pill, pill, pill.

"I'll be back in the morning with the bill, bill, bill." (Wave good-bye.)



Traditional

Language Arts

Time recommended: 60 minutes

Reading

It’s now time for your student to walk through the door to the world of imagination. Maybe your student would again like to walk through the door three times!

Reread the story “The Gingerbread Boy” from Day 8, and then have the student personally retell the story.

Materials

Reading Resources



Ask the student to open the *Collections* book *Once Upon a Time* to the Contents page. Have your student move an index finger down the list until the play “The Big Pancake” has been found. Turn to the play and have the student predict what it will be about and why that prediction was made.

Discuss with the student that this play is very similar to the story “The Gingerbread Boy,” but instead of a gingerbread boy, there is a big pancake.

Briefly review the play for any possible unknown words, such as **always**, **hungry**, and **decided**. Also, mention that the word **pancake** is a **compound word**.

Decide who will read the different parts of the play. Encourage other family members to join you.

Practise reading the parts with expression. Actions or props, such as animal masks, could be used to enhance the theatre experience.



Materials

Home Instructor's Manual

Grade One

For more information about this form of dramatic presentation, review the Readers' Theatre section of the Home Instructor's Manual.

Discuss aspects of the play that relate to **real life** and those that are **make-believe**.

Following the reading, engage the student in a discussion of the **setting**, **characters**, and **events**. Point out to your student that the main character in this play is the big pancake, and in "The Gingerbread Boy" the main character is the gingerbread boy.

Materials

Thematic Assignment Booklet

B

Turn to Thematic Assignment Booklet 8B, and complete Day 12: Same and Different. Ask your student the questions and record his or her responses on the chart.

Story Journal

By now your student will have heard and read many different stories. Discuss the possibility of a favourite character with your student, beginning with the following script:

Do you have a favourite character in the fiction stories we have been reading?

Who would that be?

Why is this character special to you?

You could write about a favourite character in today's Story Journal if you wish.

Was there anything else that you were planning to write about?



Materials

Student Folder



Remember to label the page with the student's name and M8D12, give the name of the story, and then write the response. Place the page in the Story Journal. Place the Story Journal in the Student Folder until you need it again.

Do you think you might like to eat a big pancake for lunch?



Silent Reading

Time recommended: 5–10 minutes

Enjoy reading a chosen piece of literature.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 8, Day 12.

Project Time

Time recommended: 50 minutes

The choices your student has for Project Time today include doing two science experiments about hot and cold or doing a breakfast survey.

Project Choice 1: Hot and Cold Experiments

Experiment 1: Heat Moves

Step 1: Have an adult fill a bowl or large cup with hot water.

Step 2: Place a pencil or wooden spoon into the water. Hold it there for a few seconds. What do you feel?

Step 3: Repeat Step 2 using a metal spoon or fork. What do you feel now?



Discuss the results of this experiment by asking the following questions:

Does heat travel through wood?

Does heat travel through metal?

Through which of the objects does heat travel better?

(Both spoons will carry heat. Metal is a better conductor.)

Experiment 2: Temperature Surprise

Step 1: Place bowls of water in order from hot to warm to cold.

Be sure to test the water temperature for safety prior to Step 2.

Step 2: Put your left hand into the hot water and your right hand into the cold water at the same time. Hold still for a few seconds.

Step 3: Now, quickly put **both** hands into the warm water.



hot



warm



cold

How does your left hand feel? How does your right hand feel? (The hand that was in hot water may feel cool when placed in warm water. The hand that was in cold water may feel hot when placed in the warm water. Sensations may vary for different people.)

Did this feeling surprise you?


Perhaps you could try this temperature surprise on family members or friends.

Project Choice 2: Breakfast Survey

The purpose of this survey is to find out what breakfast foods people prefer the most. Not everyone likes porridge like the three bears or pancakes like the children in the play "The Big Pancake."

Take out a piece of paper and brainstorm with your student for breakfast foods. When six or seven items have been mentioned, list them on a survey sheet like the one below. Take out a clean sheet of paper and, at the top, write **Breakfast Survey**. List the different breakfast suggestions down the left side. Your student could copy them independently from the list you made during the brainstorming session.

Invite your student to ask family members and friends which of the listed breakfasts each prefers. One person can have more than one choice. Each time someone chooses a particular food, the student will draw a happy face beside it.

Breakfast Survey	
pancakes	
eggs	
porridge	
toast	
cereal	
muffin	
orange	

Once the survey has been completed, discuss the information by asking these questions:

How many people did you talk to?

Do you think they enjoyed doing the survey?

What food did people like the most?

What food did people like the least?

Did you enjoy doing the survey?

After your discussion, label the back of the survey chart with the student's full name and M8D12 and place it in the Student Folder.

Sharing Time

Time recommended: flexible

Your student could perform a readers' theatre production of “The Big Pancake.” He or she could also try the heat experiments with family members or share the results of the breakfast survey.

Let's Look Back

Time recommended: 10 minutes

Today's discussion could provide further insight into your student's skill in music and his or her enjoyment of music.

Do you enjoy singing and clapping along to a song?

How do you feel about keeping the beat by clapping your hands, tapping your feet, or slapping your thigh?

Do you find keeping the beat easy to do?

Do you like keeping the beat with homemade instruments or bought instruments?

How can you improve your ability to keep the beat? (practise)

What kind of music do you like best?
Give examples.

Materials

Thematic Assignment
Booklet



Turn to Day 12: Learning Log in Thematic Assignment Booklet 8B, and complete the checklist and comments. Then record, or have the student record, comments about his or her preferred types of music or about Experiments 1 and 2.

Story Time

Time recommended: flexible

Read aloud to your student at this time. You might read an old favourite or a new book, such as *Somebody and the Three Blairs* by Marilyn Tolhurst. You could then compare the new story to "Goldilocks and the Three Bears."

Materials

Reading Resources



**Do you know the classic story of
Little Red Riding Hood?**

**On Day 13 you will read a tale about
Little Red Riding Hood.**

On an Errand



Today your student will walk through the door three times into the world of imagination, and then read a story about three characters: Little Red Riding Hood, the wolf, and Grandma. Next, your student will go on to explain in the Story Journal why a chosen story was not appealing.

During Music and Movement, your child will have the opportunity to practise another skipping song.

For Project Time, your student could choose to make a basket of goodies, make a forest animal book, or bake a secret recipe.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- Thematic Assignment Booklet 8B
– Day 13: Using 's
- Story Journal

Music and Movement

- a skipping rope

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 8, Day 13.

Project Time

Project Choice 1: A Basket of Goodies

- magazines or catalogues

Project Choice 2: Forest Animals

- paper fasteners or yarn

Project Choice 3: Making Muffins

- the book *Little Red Riding Hood: A Newfangled Prairie Tale* by Lisa Campbell Ernst
- mixing bowl and spoon
- ingredients for muffins

Let's Look Back

- Thematic Assignment Booklet 8B
– Day 13: Learning Log

Story Time

- mutually chosen reading material
- versions of *Little Red Riding Hood* by Lisa Campbell Ernst, Margaret Hillert, Tina Schart Hyman, or James Marshall; or *Little Red Riding Hood Rebus Book* by Ann Morris (optional)

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

After the basic Calendar Time procedure, you could check if the student can do the following:

- recite the days of the week in order
- read the words for each day when they are in order
- read the words for each day when they are mixed up
- spell various calendar-related words, such as **day**



Focus for Today

Materials

Thematic Assignment
Booklet



The story your student will be reading today contains some difficult words. Preview the Learning Log for today and pay attention to how your student tries to figure out unfamiliar words. Your student's **developing reading skills** are the focus for the Learning Log.

Language Arts

Time recommended: 35 minutes

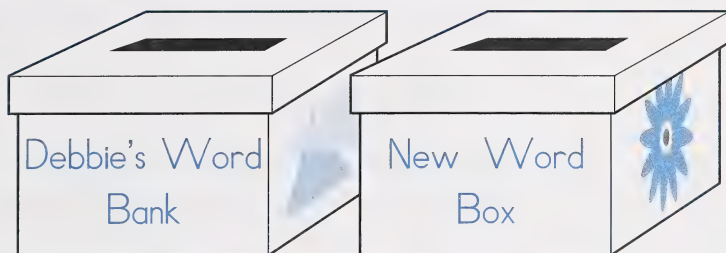
Word Study

Materials

Collections Writing
Dictionary

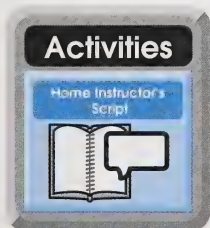


Print the high-frequency words **off** and **number** on coloured index cards. Test your student's ability to recognize the words. If the words are easily recognized, place the index cards in the student's personal word bank. The student could then choose a theme-related word or special-interest word to print on a white index card. Add this word to the New Word Box. Also add any new words to the *Collections Writing Dictionary*.



If your student did not immediately recognize the words, study them. Then you can add these words to the New Word Box to practise later.

Remind the student that the **o** in **off** makes the “short o” sound. Review this sound by using the key word **octopus**. This word also ends in two f’s, rather than one, as in the word **of**.



Do you remember how to wiggle your fingers for the “octopus” sound?

To study the word **number**, have your student do the following:

- say the word in beats
- count the beats
- print the word and mark the syllables

num ber

Focus the student’s attention on the short sound of **u** and the “bossy r” at the end of the word as well.

Phonics and Printing

On Days 2, 3, and 5 of this module, your student was introduced to one use of the apostrophe (') for writing contractions, such as **they'll** or **I'm**. Begin today by telling your student that an **apostrophe** has another job. This job is to show that an object belongs to someone or something. Ask the student to gather some of his or her personal belongings.

On a piece of paper or on the chalkboard, print your student’s name and the name of the personal item.

apostrophe: a punctuation mark used to show the omission of one or more letters in contractions or to show the possessive forms of nouns

For example, you might write:

Debbie book

Ask the child to read these words to you. Explain that the proper way to show that an object belongs to someone is to use 's.

Debbie's book

Use the following script to further this discussion:

Instead of saying "a bone belonging to a dog," you could say "a dog's bone."

Instead of saying "a house belonging to some people," you could say "some people's house."

How could you say "a nest belonging to the bird"?

(the bird's nest)

"A cap belonging to the boy"?

(a boy's cap)

"A leaf belonging to a tree"?

(a tree's leaf)



Provide as many examples as necessary to give the student practice with the use of the possessive ending 's.

Materials

Thematic Assignment Booklet



Turn to Day 13: Using 's in Thematic Assignment Booklet 8B. Have the student complete the page as directed.

Encourage a best effort in printing as this is the printing activity for today.

Music and Movement

Time recommended: 10–15 minutes

Today's skipping song, like the one on Day 11, encourages your child to skip and count. Begin with a warm-up, such as walking on the spot, followed by some stretching before beginning to skip.

For today's skipping rhyme, you could vary the skip counting as indicated in the following song.



Cinderella dressed in red
Went downstairs to bake some bread.
How many loaves did she bake?
One, two, three, four, five . . .

Cinderella dressed in green
Went upstairs to eat ice cream.
How many spoonfuls did she eat?
Five, ten, fifteen, twenty . . .

Cinderella dressed in blue
Went outside to tie her shoe.
How many seconds did it take?
Ten, twenty, thirty, forty . . .

Traditional

Language Arts

Time recommended: 60 minutes

Reading

Invite your student to walk three times through the door into the world of imagination before talking about the story.

Tell your student that today an adapted version of the story “Little Red Riding Hood” will be read. Before reading the story, jot down what your student thinks the story will be about.

What I Think the
Story Is About

If the student would like to read the story independently, encourage it. If not, read it together, tracking each word with your index finger as you read.

Little Red Riding Hood

Once upon a time, there was a sweet little maiden. Whoever laid eyes upon her could not help but love her. But it was her grandmother who loved her the most. She could never give the child enough.

One time, she made her a present, a small, red velvet cap, and since it was so becoming and the maiden insisted on always wearing it, she was called Little Red Riding Hood.



One day, her mother said to her, “Come, Little Red Riding Hood. Take this piece of cake and this container of chicken soup to your grandmother. She’s sick and weak, and this will strengthen her. Get an early start before it becomes hot, and when you’re out in the woods, be nice and good and don’t stray from the path. Otherwise you might get hurt, and your grandmother will get nothing. When you enter her room, don’t forget to say good morning.”

“I’ll do just as you say,” Little Red Riding Hood promised her mother.



Well, the grandmother lived in the forest, half an hour from the village, and as soon as Little Red Riding Hood entered the forest, she encountered the wolf. However, Little Red Riding Hood did not know what a wicked sort of an animal he was and she was not afraid of him.

“Good day, Little Red Riding Hood,” he said.



“Thank you kindly, wolf.”

“Where are you going so early, Little Red Riding Hood?”

“To Grandmother’s.”

“What are you carrying under your apron?”

“Chicken soup and cake. My grandmother’s sick and weak, and yesterday we made this so it will help her get well.”

“Where does your grandmother live, Little Red Riding Hood?”

“Another quarter of an hour from here in the forest. Her house is under the three big oak trees. You can tell it by the hazel bushes,” said Little Red Riding Hood.

The wolf thought to himself, “I’ll have to be real crafty if I want to steal the chicken soup and cake for myself.”

Then he walked next to Little Red Riding Hood, and after a while he said, “Little Red Riding Hood, just look at the beautiful flowers that are growing all around you! Why don’t you look around? I believe you haven’t even noticed how lovely the birds are singing.”

Little Red Riding Hood looked around and saw how the rays of the sun were dancing through the trees back and forth and how the woods were full of beautiful flowers. So she thought to herself, “If I bring Grandmother a bunch of fresh flowers, she’d certainly like that.”



But Little Red Riding Hood was on her guard and went straight to her Grandmother's house. Little Red Riding Hood told her grandmother that she had seen the wolf, and he had wished her a good day, but that he had had such a suspicious look in his eyes that he might have eaten the chicken soup and the cake if she hadn't been on an open road.



Come,” said the grandmother. “We’ll lock the door so he can’t get in.”

Soon after, the wolf knocked and cried out, “Open up, Grandmother. It’s Little Red Riding Hood, and I’ve brought you some cake and chicken soup.”

But they kept quiet and did not open the door. The wolf circled the house several times and finally jumped on the roof. He wanted to wait till evening when Little Red Riding Hood would go home. He intended to follow Little Red Riding Hood home, so he could steal the chicken soup and cake recipes from her Mom.

But the grandmother realized what he had in mind. In front of the house was a big stone trough, and she said to the child, “Fetch the bucket, Little Red Riding Hood. I cooked sausages yesterday. Get the water they were boiled in and pour it into the trough.”

Little Red Riding Hood kept carrying the water until she had filled the big, big trough. Then the smell of sausage reached the nose of the wolf. He sniffed and looked down. Finally, he stretched his neck so far that he could no longer keep his balance on the roof. He began to slip and fell right into the big trough. The wolf was so humiliated that he ran into the woods.

On the way home from Grandmother’s house, Little Red Riding Hood came across the wolf looking very sad. The wolf politely asked if she would get him the recipe for the chicken soup and cake. Little Red Riding Hood agreed, and the next time she saw the wolf, she gave him a recipe book that was filled with delicious recipes.

From that day forth, whenever Little Red Riding Hood walked through the woods, she could always smell the aroma of something delicious cooking.

When finished reading the story, ask the following questions:

How does your prediction of what the story is about compare to the actual story?

(Read the story prediction page that was made at the beginning of the Reading activity prior to making the comparison.)

Where was Little Red Riding Hood going with the chicken soup and the cake?

(to her grandmother's house)

What was so special about the chicken soup and the cake? (Accept any reasonable answer, such as

"The wolf thought they smelled so good.")

What did the wolf want from Little Red Riding Hood? (chicken soup and cake)

What happened to the wolf at the end of the story? (He might have become an excellent cook.)

What was Little Red Riding Hood's errand?

(She had to deliver food to her grandmother.)

Do you have any jobs you have to do to help your family?



When you and your student have finished discussing the story, continue with the following activity.

Story Journal

Sometimes your student may read or hear a story that is not appealing. Has your student experienced this? It is okay to not like a story or book. Each of us is an individual person with different likes and dislikes, and this is what makes our world so special. Children should learn at an early age that all people do not like the same things and that this is a good thing.

If your student has experienced a story, poem, rhyme, or book that is not liked, perhaps this could be today's topic. Challenge your student to explain why the material was not personally appealing.

Materials

Student Folder



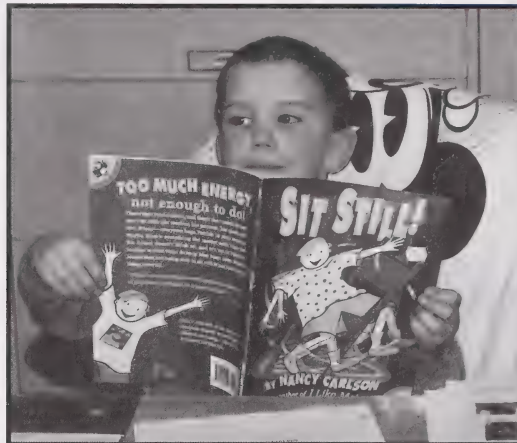
Begin the journal entry by having the student write his or her name, M8D13, and the name of the story at the top of a blank journal page. Then, invite your student to write the response. Put the page in the Story Journal and then place the Story Journal in the Student Folder.



Would today be a good day to pack a picnic lunch and eat outdoors?

Silent Reading

Time recommended: 5–10 minutes



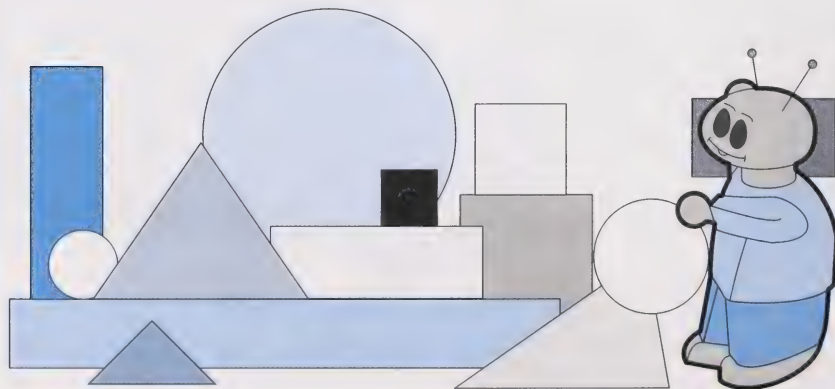
Are you finding any good books to read?

You may wish to extend this reading time a few minutes when your student is concentrating on a story.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 8, Day 13.



Project Time

Time recommended: 50 minutes

Today's choices for projects vary greatly, as your student could plan the contents for a picnic basket, make a book of forest animals, or read another story and bake some muffins.

Choose to do **one** of the projects. Do more only if you and the child are personally motivated to do so.

Project Choice 1: A Basket of Goodies

What goodies would your student pack in a basket for a picnic or for a grandparent or someone who was sick?

Have the student create a real basket or draw and cut out a large basket from a piece of construction paper. Provide assistance as necessary.

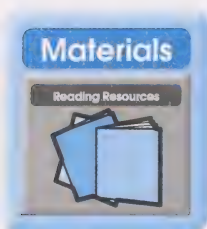
Pictures of items for this basket could be cut from magazines or catalogues. Your student could also choose to draw, colour, and cut out items from paper. These items can be arranged in the basket and glued into place on a large piece of art paper. If there isn't room for everything in the basket, the collage may continue onto the paper around the basket. This "basket of goodies" can be shared later with family members. Have the student explain to others why these items were chosen for the basket.

Project Choice 2: Forest Animals

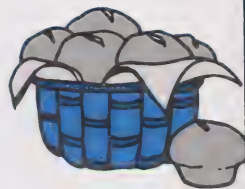
Have your student make a book of various forest animals. From old magazines, cut out pictures of animals you would find in a forest. Glue the pictures onto construction paper. Put the pages together with paper fasteners, yarn, or staples. Help your student label the pictures of the various animals. This book could be shared with family members during Sharing Time today.



Project Choice 3: Making Grandma's Secret Muffin Recipe



Check your local library for the book *Little Red Riding Hood: A Newfangled Prairie Tale*. Read the book together and then focus attention on the back cover of the book. You will find the recipe for Grandma's Wheat Berry Muffins. Your student may enjoy baking these muffins to share with family members later today. Look back to the **Let's Cook Chart** in Project Time on Day 8 for some helpful reminders. You may choose to use your own favourite recipe and create a turnabout story about Little Red Riding Hood.



Sharing Time

Time recommended: flexible



Your student could share Project Time results. On the other hand, you may wish to extend today's theme by cheering up someone with a visit or doing something for another person. Do grandparents live nearby? Is there a sick or elderly person living in your neighbourhood? Perhaps a basket of muffins, cookies, or other special items could be packed and taken to them.

This activity would make a wonderful session for tomorrow's Sharing Time. The student might also want to write about it for the teacher, making it one of the journal submissions.

Let's Look Back

Time recommended: 10 minutes

It is time to take another look at your student's progress and development in reading. The following questions will help you to observe what your student thinks and feels about personal growth in reading.

Think of the story "Goldilocks and the Three Bears." What can you tell me about the story?

Are there any other stories that you enjoyed reading? Why?

Are there any stories you did not like? Why?

When you come to an unfamiliar word in a story, what do you do to figure it out?

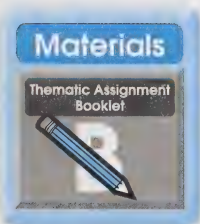
Is there anything else you do to help you figure out unfamiliar words?

How do you use the sight words we have studied?

Are you remembering these words?

Did you put them in your writing dictionary?

Do they help you in your reading?



Turn to the Day 13: Learning Log in Thematic Assignment Booklet 8B. Complete the Home Instructor's checklist and comments. Then assist your student, as necessary, to record comments about his or her personal progress in reading.

Story Time

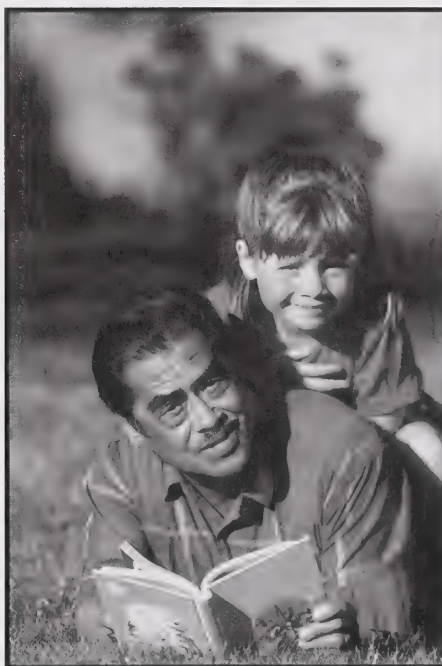
Time recommended: flexible

Materials

Reading Resources



Your student may enjoy hearing other versions of the classic story “Little Red Riding Hood.” Some suggested authors of these books are Lisa Campbell Ernst, Margaret Hillert, Tina Schart Hyman, and James Marshall. *Little Red Riding Hood Rebus Book* by Ann Morris would also be a good choice.



Can you think of any nursery rhymes that use the number three?

On Day 14 you will have a look at three of them.

Rhymes Are Still Fine

Nursery rhymes provide children with the opportunity to experience language in a fun and comfortable manner. Children enjoy the easy rhyme and find reading familiar text reassuring. Today's nursery rhymes contain the number three, of course!

The project choices relate to the nursery rhyme "Rub-a-dub-dub." Your student may create a model of the three men in a tub or make a candle like the candlestick maker.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- Thematic Assignment Booklet 8B
– Day 14: Help the Kittens!
- Story Journal
- *Collections Writing Dictionary*

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 8,
Day 14.

Project Time

Project Choice 1: Three Men in a Tub

- plastic margarine tub or other suitable alternative

Project Choice 2: Sand Candles

- sand, candle wax, pieces of coloured wax crayon, candle wick, pencil
- milk carton or other open container
- aluminum foil
- potholders
- double boiler or similar heating arrangement
- stove
- newspaper to spread over work area

Let's Look Back

- Thematic Assignment Booklet 8B
– Day 14: Learning Log

Story Time

- mutually chosen reading material

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Proceed with the basic Calendar Time procedure. For additional suggestions, refer to the Calendar Package.

Focus for Today

Materials

Thematic Assignment Booklet



Today you will comment on your student's **developing writing skills**. Observations made during writing activities today can be recorded in the Learning Log.

Language Arts

Time recommended: 35 minutes

Word Study

Begin today by reviewing all the words in the New Word Box. Your student could then choose one or two new words related to the theme or any words of special interest. After studying these words, print them on white index cards and place them into the New Word Box. Add any new words to the *Collections Writing Dictionary*.

Materials

Collections Writing Dictionary



Phonics and Printing

Have your student make a chart of words ending in **-ight**. Encourage neat printing and sketching as this activity will be the printing practice for today.

Begin by printing the high-frequency word **right** on a piece of paper. Ask your student to read this word to you. The word **right** was studied in Day 14 of Module 7, so your student should be familiar with it.

Under the word **right**, print the word **night**. Ask the student to read this word to you. Ask your student what word would be formed if you changed the **n** in **night** to an **l**. Have your student print the word **light** underneath the word **night**.

○

right

○

night

light

○

Have your student print and read the rhyming words made when each of the following is added to **-ight**:

br s t f m

Label the back of the page with the student's full name and M8D14. Place the page in the Student Folder.



Music and Movement

Time recommended: 10–15 minutes

The first rhyme for today can be sung in a round if your student is familiar with it and if other people are available to help sing along. If other people are not available, perhaps you could introduce the student to the joy of **round** singing at another time.

round: a short song, sung by several persons or groups beginning one after the other

Once again, encourage your student to make up actions to go along with these traditional songs. Sing the songs included in the module and any others you can think of.

**Row, row, row your boat
Gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream.**

Traditional

Here is another song that can be sung as a round. Do you know
“Sweetly Sings the Donkey”?

**Sweetly sings the donkey
At the break of day.
If you do not feed him,
This is what he'll say,
“Hee-haw, hee-haw, hee-haw,
hee-haw, hee-haw!”**

Traditional

Your student may already know the verse and tune for “Three Little Kittens.” For more verses of this traditional rhyme, refer to the Reading section later in the morning.

Three Little Kittens

**Three little kittens
Lost their mittens
And they began to cry,
“Oh Mother dear,
We greatly fear
Our mittens we have lost.”**

Traditional

Language Arts

Time recommended: 60 minutes

Reading

Now, have a look at a few nursery rhymes containing the number three. Read through this first nursery rhyme with your student.

Rub-A-Dub-Dub

**Rub-a-dub-dub,
Three men in a tub,
And who do you think they be?
The butcher, the baker,
The candlestick maker
Oh, what a sight to see!**

Traditional

Discuss this rhyme by asking the following questions:



Do you know what a butcher does?

What does a baker do?

What does a candlestick maker do?

Why do you think these men are in a tub?

Tell your student that later in Project Time there will be an opportunity to make a candle—just like the candlestick maker—or a model of three men in a tub.

The next rhyme containing the number three may be less familiar.

===== **Three Wise Men of Gotham** =====

**Three wise men of Gotham
Went to sea in a bowl.
If the bowl had been stronger,
My story would have been longer!**
Traditional

Gotham was a town in England noted for the foolishness of its inhabitants. You may want to discuss this with your student. Continue your discussion of this rhyme by asking these questions.

Why do you think the rhyme is so short?

What do you think happened to the bowl the three men were riding in?

Do you know what the word **wise** means?

Do you think the three men were wise?

Why or why not?

What would be a better name for them?

How are the two rhymes, "Rub-a-dub-dub" and "The Three Wise Men of Gotham," alike?

How are they different?

The following rhyme was introduced during Music and Movement today as a song. Read through this rhyme with your student. Point out the repetitive pattern in the last four lines of each verse.

wise: having or showing good judgment and intelligence

Three Little Kittens

Three little kittens
Lost their mittens
And they began to cry,
“Oh Mother dear,
We greatly fear
Our mittens we have lost.”
“What? Lost your mittens!
You naughty kittens!
Then you shall have no pie.”
“Meow, Meow, Meow.”
“No, you shall have no pie.”
“Meow, meow, meow.”

The three little kittens
They found their mittens,
And they began to cry:
“Oh Mother dear,
See here, see here!
Our mittens we have found.”
“Put on your mittens,
You silly kittens,
And you may have some pie.”
“Purr, Purr, Purr.”
“Yes, you shall have some pie.”
“Purr, Purr, Purr.”

Three little kittens
Put on their mittens
And soon ate up the pie,
“Oh Mother dear,
We greatly fear
Our mittens we have soiled.”
“What? Soiled your mittens!
You naughty kittens!”
Then they began to sigh.
“Meow, meow, meow.”
Then they began to sigh.
“Meow, meow, meow.”

The three little kittens
Washed their mittens,
And hung them out to dry
“Oh Mother dear,
See here, see here!
Our mittens we have washed.”
“What? Washed your mittens,
You good little kittens,
I smell a rat nearby.”
“Hush! Hush! Hush!”
“I smell a rat nearby.”
“Hush! Hush! Hush!”

Traditional



During the second reading, you and your student choose parts to read. One person could read the part of the mother cat and the other person could read the part of the kittens. The narrative parts could be read together or read in turn.

Discuss this rhyme with your student by asking the following questions:

Why did the kittens cry?

How many mittens would you need for all three kittens?

Have you ever lost your mittens?

What do you do when you have lost something?

Materials

Thematic Assignment Booklet



Turn to Day 14: Help the Kittens! in Thematic Assignment Booklet 8B. Have the student complete the maze to reach the mittens.

Story Journal

Nursery rhymes are a lot of fun. How many different nursery rhymes does your student know? Your student could enjoy illustrating a nursery rhyme and printing a sentence that describes the illustration.

Did you go on a special visit as mentioned in Day 13? Your student could write about this event as a regular journal entry. Was this a positive experience—one your student would like to repeat?

Materials

Student Folder



Label the back of any writing that is not in the Story Journal with the student's full name and M8D14 before placing the page in the Student Folder. Put the Story Journal in the Student Folder until the next time you need it.

Writer's Workshop (optional)

Your student could use the rhyme “Three Wise Men of Gotham” as a pattern to create a personal nursery rhyme. Print the following pattern on the chalkboard or piece of paper.

Went to sea in a _____
If the _____ had been stronger,
My story would have been longer!

Your student can copy the pattern onto a piece of paper, filling in the blanks with personal ideas. Encourage adding an illustration to enhance the rhyme. An example follows.

**Seven bright girls from Edam
Went to sea in a shoe.
If the shoe had been stronger,
My story would have been longer!**



Label the page with the student's full name and M8D14 before placing it in the Student Folder.

**All the morning activities must
have made you feel hungry.**

**It's time to stop working and have
some lunch.**

**Don't eat with your mittens on,
though!**

Silent Reading

Time recommended: 5–10 minutes



Relax and read a good book. Other family members can join you. Is today a good day for reading outdoors?

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 8, Day 14.

Project Time

Time recommended: 50 minutes

Choose **one** of the two project choices.

Project Choice 1: Three Men in a Tub

Ask your student to do the following.

- Find a household object that would serve as a tub. A basket, a plastic bowl, a foam dish, or an empty plastic container from margarine, sour cream, or similar product is great. A foam dish or plastic container could be decorated with a permanent felt pen to make it look like a wooden tub.
- Cut out pictures of three people from catalogues or magazines to represent the butcher, the baker, and the candlestick maker. Pictures can also be drawn and cut out.
- Mount the cutouts on firmer paper or cardboard.
- Place the people inside the “tub.” Say the rhyme and sail the tub in the sink or your tub with a gentle rocking motion.



Project Choice 2: Sand Candles

Note: This project requires adult supervision. Before beginning, read this safety information.



Wax is very flammable. Do not put a wax-filled container directly over heat. Always melt the wax over low heat. Use a double boiler or a tin can in a water bath. Keep a fire extinguisher or some sand nearby in case of fire. Water will not put out a wax fire.

If hot wax gets on the skin, place the affected area under cold water immediately—then peel off the wax when cooled.

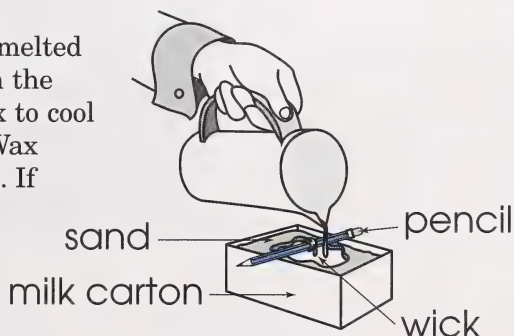
Step 1: Cut off the top and some of the sides of a milk carton or other container to make an open box. For easier cleanup, line the container with aluminum foil. Mix some water with fine sand to make the mixture damp but not sloppy. Then fill the lined box with the damp sand.

Step 2: Have your student create an interesting shape in the sand by digging in with fingers and pressing the sides firmly.

Step 3: Cut a length of wick, tie one end around a pencil, and then suspend the wick in the hole. You may want to attach a small weight to the free end of the wick.

Step 4: Place two or three blocks of paraffin in a double boiler or place the paraffin in a metal pitcher or tin can, and place it in a pot of water. Mix in some wax-crayon shavings to give the wax the colour of your choice. Melt the wax over low heat.

Step 5: Carefully pour the melted wax into the hole in the sand. Allow the wax to cool thoroughly. **Note:** Wax contracts as it cools. If you are pouring a large candle, you may need to top up the wax.



Step 6: Gently lift up the pencil to pull up your candle creation. Dust off the excess sand. Snip off the wick, leaving about 1 cm above the candle.

Step 7: Set the candle on a plate. Light the candle.

Note: Your student can do much of this activity. Make sure that an adult handles the hot paraffin and supervises the lit candle.

Sharing Time

Time recommended: flexible

Now would be a good time to sing a round of “Row, Row, Row Your Boat,” “Sweetly Sings the Donkey,” or another song that works as a round. To do one of today’s songs, the first group will sing the first two lines. When the first group starts the third line, the second group begins the first line.

Sing the verse through twice. The second group will sing the last two lines alone. Remind your student to listen to how the two parts harmonize, or sound good together. Have fun!



Let's Look Back

Time recommended: 10 minutes

As you review the day's activities, look at a few writing activities from this half of the module. A quick glance at these writing samples will help you to complete today's Learning Log.

As you look through a few assignments, encourage your student to evaluate his or her personal work. Discuss the work as follows.

Let's start by reading over some of your work.

Find one of your pieces of writing and read it to me.

Do you still agree with what you wrote?

Does it make sense?

Did you say what you wanted to say?

Did you make capital letters at the beginning of your sentences?

Did you use the right "end-of-sentence" punctuation—period, question mark, or exclamation mark?

Did you use capital letters for names of people, pets, and places?

Materials

Thematic Assignment
Booklet



Turn to the Day 14: Learning Log in Thematic Assignment Booklet 8B. Complete the home instructor's portion of the page and then record your student's thoughts on ways to improve writing.

Story Time

Time recommended: flexible

Choose another classic tale to share together.



The Little Red Hen's friends learn a valuable lesson on Day 15.

**Do you remember the play
about this story from
Module 1?**

Little Red Hen Teaches a Lesson

The story today will give your student the opportunity to learn about the importance of helping others and it leads into an exploration of what it takes to be a good friend. During Writer's Workshop, the student will have the opportunity to make a poster about what makes a good friend.

Music and Movement will give your student the opportunity to recite verses while doing some hippity-hops and skipping.

The Project Time choices include planning a field trip to a bakery or making puppets and performing a puppet play of "The Little Red Hen."



To have a friend is to be a friend.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- Thematic Assignment Booklet 8B
– Day 15: **oi** or **oy**
- Story Journal
- Story Journal Sentences chart or
Story Journal Topics chart
- *Collections Writing Dictionary*

Music and Movement

- skipping rope

Silent Reading

- books, magazines, or other favourite
reading material

Math Time

- See Mathematics Module 8, Day 15.

Project Time

Project Choice 1: A Field Trip

- camera
- clipboard (optional)

Project Choice 2: A Puppet Play

- variety of materials for making
puppets (craft sticks, foam cups or
balls, paper bags, old socks, plastic
spoons, straws)
- material for decorating puppets
(yarn, buttons, felt, scraps of
material, ribbon, felt pens, or paints)
- needle and thread (optional)

Let's Look Back

- Thematic Assignment Booklet 8B
– Day 15: Learning Log

Story Time

- mutually chosen reading material
- *The Little Red Hen* by Paul Galdone
(optional)

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Proceed with your basic Calendar Time routine. Then, select an additional activity from the Calendar Time Teaching Notes found in the Calendar Package.

Materials

Thematic Assignment Booklet



Focus for Today

Preview the Day 15: Learning Log to comment on your child's **developing ability to skip**.

Materials

Collections Writing Dictionary



Language Arts

Time recommended: 35 minutes

Word Study

Print today's high-frequency words **down** and **funny** on coloured index cards. Does your student immediately recognize them? If so, place them in the word bank and choose one or two theme-related or special-interest words to learn. Print these new words on white index cards and add them to the New Word Box after review. Add the new words to the *Collections Writing Dictionary*.

If the student did not immediately recognize the high-frequency words, examine them together.

Begin by focusing the student's attention on the letters **ow** in the middle of the word **down**. Review with your student the key word and action that models the sound of the letters **ow** in the word **down**.

ow

slap sound



Slap your knee lightly and say a stretched-out "Ow!" sound.

Ow-w-w.



Then have your student sound out the word **down**.

With the word **funny**, guide your student to find the smaller word **fun** in the word **funny**. Next, review the “short u sound” in this word.



Lift your arms up as a baby would when wanting “up.”



Last, discuss that the letter **y** in this word makes the “long e sound.”

Now, have **fun** sounding out the word **funny**.

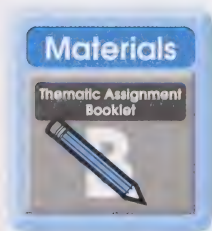
Phonics and Printing

The focus for Phonics today is on the letters **oi** and **oy**. The key words for these sounds are **noisy** and **boy**. Check the Key Words and Actions Guide to see how to do sign-language actions to match the sounds.

Ask your student to look at the pictures and make the “oi/oy” sound. Explain that there are two ways to print this sound. At the beginning or in the middle of a word, it is spelled **oi** and at the end of the word it is spelled **oy**.

boil
coin

toy
Roy



Turn to Day 15: oi or oy in Thematic Assignment Booklet 8B and have your student complete the work as assigned.

In your Printing Practice notebook, print some or all of the following nursery rhyme.

One, two,
Buckle my shoe;

Three, four,
Knock at the door;

Five, six,
Pick up sticks;

Seven, eight,
Lay them straight.

Nine, ten,
A big fat hen.



Music and Movement

Time recommended: 10–15 minutes

Can your student skip without a rope, doing what you may have called hippity-hop as a child? Here's a verse to go with the hippity-hops.

Hippity-hop to the barber shop
To get a stick of candy—
One for me and one for you
And one for brother Andy.

Traditional

The following chant requires your student to perform actions while skipping. Some of these actions could be too difficult for the child at this time or your student may be physically unable to do them. Your student can pick and choose which actions are easy to do and which ones will need to be practised, or actions that he or she is physically able to do.

**Teddy bear, teddy bear,
Turn around.**

**Teddy bear, teddy bear,
Touch the ground.**

**Teddy bear, teddy bear,
Show your shoe.**

**Teddy bear, teddy bear,
That will do.**

**Teddy bear, teddy bear,
Go upstairs.**

**Teddy bear, teddy bear,
Say your prayers.**

**Teddy bear, teddy bear,
Turn out the light.**

**Teddy bear, teddy bear,
Say good night.**

Traditional



Language Arts

Time recommended: 60 minutes

Reading

Invite your student to walk through the door into the world of imagination before beginning reading.

To prepare for today's reading, you could do a readers' theatre of the play entitled "Little Red Hen." This play was originally done in Module 1.



Little Red Hen

Little Red Hen: Oh, look! I see a grain of wheat. I can plant it. Then I will make some bread. Who will help me?

Cat: Not I.

Dog: Not I.

Pig: Not I.



Little Red Hen: Oh, my! Then I will do it myself.

Narrator: And that's just what she did.

Little Red Hen: Oh, look! The wheat is yellow and ripe. Who will help me cut it?

Cat: Not I.

Dog: Not I.

Pig: Not I.

Little Red Hen: Oh, my! Then I will do it myself.

Narrator: And that's just what she did.

Little Red Hen: It's time to take the wheat to the mill to grind it into flour. Who will help me?

Cat: Not I.

Dog: Not I.

Pig: Not I.

Little Red Hen: Oh, my! Then I will do it myself.

Narrator: And that's just what she did.

Little Red Hen: Now it's time to make the flour into bread. Who will help me?

Cat: Not I.

Dog: Not I.

Pig: Not I.



Little Red Hen: Oh, my! Then I will do it myself.

Narrator: And that's just what she did.

Little Red Hen: Now it is time to eat this good bread. Who will help me?

Cat: I will.

Dog: I will.

Pig: I will.

Little Red Hen: Oh, no, you won't. I found the grain of wheat.

I planted it.

I cut the yellow wheat.

I took it to the mill.

I made the flour into bread.

I did it all by myself.

Now I shall eat the bread all by myself.

Narrator: And that's just what she did.



When you have finished reading the play, read the following poem to your student.

===== Little Red Hen and the Three
"So-Called" Friends =====

Once there was a Little Red Hen.
Cat, Dog, and Pig called themselves her
friends.

The hen, one day, found a grain of wheat
And thought to herself, "Bread is such a
treat."

She said out loud, "Help me plant this seed."
Her "so-called" friends wouldn't help with
this deed.

Not at all concerned, they turned their
heads.

"Not I! Not I! Not I!" was all they said.

The wheat grew tall, golden, and fine.
The Little Red Hen said, "Now is the time
To cut this wheat and I need your help."
"Not I! Not I! Not I!" the three friends yelled.

The Little Red Hen worked all alone,
Grinding wheat, baking bread without a
boast.

"Who will help me?" she asked, Pig, Cat,
and Dog.

"Not I! Not I! Not I!" was their dialogue.

The bread smelled fine—fragrant, and sweet.
The Little Red Hen said, “Who wants to eat?”

Dog, Cat, and Pig each shouted, “I will!”
They rushed to the table and sat very still.

Hen shook her head, “I did it on my own.
I grew the wheat, ground it, and baked
the dough.
Now I shall eat it.” And she did just so!



When you have finished reading the poem a second time, discuss the following questions:



Why does the author call the Little Red Hen's friends her “so-called” friends?

(They say they are her friends, but they wouldn't help her.)

What do the three animals learn in the story?

(They learned that it is important to help.)

Why is this an important lesson?

(Accept any reasonable answer.)

If you were Cat, Dog, or Pig, would you have helped the Little Red Hen?

If you were the Little Red Hen, would you have shared the bread with your friends?

How might the Little Red Hen have persuaded her three friends to help her out?

Writer's Workshop

In the poem "The Little Red Hen," your student learned what friends shouldn't do. At this time, discuss with your student the traits that good friends have.

What do you think a good friend should be like?

How should a good friend treat you?

What types of things would a good friend do for you?

What do you like to do with your special friends?



As your student lists character traits, print them on the chalkboard or a sheet of paper for use in creating a poster about friends.

Print the following sentence starter on the chalkboard or a piece of paper. The student can copy the sentence starter and list three qualities of a friend.

Then, your student can name a friend and make an illustration of a special activity that is mutually enjoyed with the friend.

A friend should be

- good to you
- helpful
- fun to be with

My friend is Rachelle. We jump on her trampoline together.



Your student could display this poster or show it to the special friend. Remind your student to label the back of the page with his or her full name and M8D15 before displaying it or placing it in the Student Folder.

Story Journal (optional)

Your student could write about a personal event rather than doing a Story Journal entry. Otherwise, you could discuss a recent story with your student and choose one of the story journal sentences or topics to help your student respond to the selection. If your student chooses to do this exercise, have him or her write his or her name and M8D15 at the top of the page. Add the page to the Story Journal, then place the Story Journal in the Student Folder.

**I am sure you would have helped
Little Red Hen with her work.
Maybe you can help prepare
lunch now!**

Silent Reading

Time recommended: 5–10 minutes

What types of stories does your student enjoy reading?

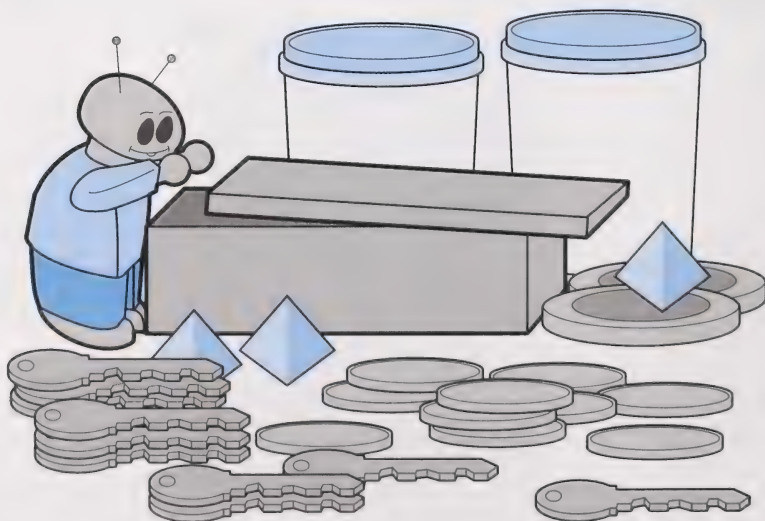


There are a lot of interesting things a person could read.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 8, Day 15.



Project Time

Time recommended: 50 minutes

Choose to do **one** of the following projects. Do both only if you are personally motivated to do so. If you choose to do Project Choice 1, you can make arrangements today and complete the project later.

Project Choice 1: A Field Trip

Field trips are wonderful educational experiences. If possible, arrange for your student to visit a bakery or a bakery department in a grocery store to see bread being made. Find out beforehand if you will be allowed to take photos. Your student could take a camera to photograph the bread-making process. These pictures can be mounted onto Bristol board and captions can be written to describe the process, or the pictures could be used to create a storybook.

If a field trip is not possible at this time, perhaps you and your student could bake bread using your favourite recipe. Another option is to visit a relative or friend who bakes bread. Follow the same process for taking pictures and creating a display.

Before going on your field trip, record a list of questions to which your student hopes to find answers. Some sample questions follow. Questions can continue to be added to this list as your student thinks of them.

How many loaves of bread are made at once?

How big is the oven?

How is the dough mixed?

What makes the dough rise?

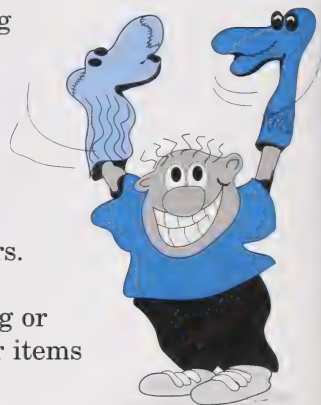
How do they make the slices so even?

Remember to take your list of questions and a pencil with you on your field trip. A clipboard would also be helpful.

Project Choice 2: A Puppet Play

Your student will make puppets to perform a version of “The Little Red Hen.” Allow flexibility in determining the type of puppet to make. Following is a list of suggestions:

- Stick puppets could be made by gluing paper characters onto craft sticks or straws.
- Foam puppets could be made by poking a hole into a foam cup or ball, draping fabric over the form, and decorating the fabric with felt markers.
- Sock puppets could be made by sewing or gluing fabric, yarn, buttons, and other items onto an old sock.
- Spoon puppets could be made by drawing facial features onto the back of a plastic spoon with a pen and adding trim or paper, yarn, or ribbon.
- Paper-bag puppets could be made by drawing or painting a face on the folded end of a closed paper bag and adding trim, such as paper, yarn, or other scrap materials.



Whichever puppet style your student chooses, four puppets will be needed for the puppet play. Your student can use the script from today’s poem or a script he or she has created.

This play can be shared with family members during Sharing Time.

Sharing Time

Time recommended: flexible

Is your student ready to share the story of how bread is made? Are you ready to put on a puppet show? Your student may also want to give a skipping demonstration and find out what other family members are working on.

Let's Look Back

Time recommended: 10 minutes

Skipping, singing, and doing actions all at the same time is very difficult. How is your student's skipping ability progressing? On Day 6 you were asked to comment on your student's skipping ability. Has there been any progress?

Skipping is not an easy skill, so even a minor improvement is something to be proud of. The act of skipping requires a lot of co-ordination, especially when other actions are added. If your student is able to make two or three consecutive jumps, this is progress.

With the following script, help your student evaluate his or her progress in skipping.



How would you describe what you can do in skipping? (turn the rope and jump over it, do two or three turns, skip for a whole skipping rhyme)

How much have you improved in your skipping since the beginning of this module?

Are you able to skip around the house or around the yard? Show me.

How does skipping help you to be healthy?
(Skipping is an aerobic activity that increases your heart rate.)

Materials

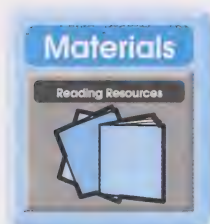
Thematic Assignment Booklet



Turn to Day 15: Learning Log in Thematic Assignment Booklet 8B. Complete the checklist and add your comments and questions about skipping or other aspects of the program. Have your student record personal thoughts about his or her progress in skipping.

Story Time

Time recommended: flexible



A suggested reading for today is Paul Galdone's version of *The Little Red Hen*. If this book is not available, choose any of the classic tales to enjoy. You could invite a family friend or relative to share this time with your student.



**Tomorrow you will find out what
happens when a wolf huffs
and puffs.**

**Do you know what story you will
be reading?**

"The Three Little Pigs"

Today your student will write his or her own version of "The Three Little Pigs" before reading the original story. Consequently, Writer's Workshop and Reading activities have been reversed in the day's schedule.

Today's Project Time choices allow your student to artistically represent a portion of today's story by making a papier-mâché pig, painting a picture, or making models of the houses in "The Three Little Pigs."



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- Thematic Assignment Booklet 8B
 - Day 16: Spelling Post-Test
 - Day 16: Words Beginning with wr and kn
 - Day 16: Story Chart
- *Collections Writing Dictionary*

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 8, Day 16.

Project Time

Project Choice 1: Papier-Mâché Pig

- balloon
- newspaper strips
- cardboard egg carton
- pipe cleaner or strip of paper
- pencil

- wiggly eyes or black buttons (optional)
- flour and water mixed together
- tempera paint and brush
- shellac (optional)

Project Choice 2: A Scene from the Story

- tempera paint and brushes
- newspaper
- art paper

Project Choice 3: Making Houses

- drinking straws
- craft sticks
- glue and tape

Let's Look Back

- Thematic Assignment Booklet 8B
 - Day 16: Learning Log

Story Time

- mutually chosen reading material
- *The True Story of the Three Little Pigs* by A. Wolf and told by Jon Scieszka, *The Three Javelinas* by Susan Lowell, *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas (optional)

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Proceed with your basic Calendar Time procedure. Then, if you are living in a northern climate and this is the spring of the year, talk about the return of different kinds of birds to your area. Have fun identifying the kinds of returning birds and discussing why some birds go south for the winter and some stay in the area.

Focus for Today

Materials

Thematic Assignment Booklet



While listening to your student read today's story, make **observations of your student's oral reading**. You will be considering the student's development in interest, confidence, and reading skills in today's Learning Log.

Language Arts

Time recommended: 35 minutes

Spelling

In order to best assess your student's ability to spell the six words for the module, take down charts containing the words and do not review the words the morning of the test.

Testing in this manner will give a better indication of the student's spelling skill based on **long-term memory**. If the words are practised immediately before the test, you are only testing the student's **short-term memory** of these words.



Materials

Thematic Assignment
Booklet



Turn to Day 16: Spelling Post-Test in Thematic Assignment Booklet 8B and follow these directions:

Step 1: Say the word clearly, but in a normal manner.

Step 2: Say a sentence that contains the word, preferably not at the beginning, to avoid the need for a capital letter.

Step 3: Repeat the word.

The words for the test are **as, his, they, have, one, and had.**

Phonics and Printing

The phonics lesson today focuses on the letter combinations **wr** and **kn**.

Your student may remember learning about the **kn** sound in Module 7B. Review this letter combination by printing the word **knock** on a piece of paper or the chalkboard. Knock on the table and say the word **knock**. Have your student do the same.

Draw a line through the **k** and ask your student what letter is heard first in the word **knock**. Explain to the student that when words begin with the letters **kn**, you can only hear the sound of "n."

knock

Explain to the student that in the letter combination **wr**, the **w** is silent. Print the word **write** on the paper or chalkboard and ask your student to read this word. Have him or her draw a line through the **w** to indicate the letter is silent.

wright

Materials

Thematic Assignment
Booklet



Turn to Day 16: Words Beginning with wr and kn in Thematic Assignment Booklet 8B and complete the page as directed.

Music and Movement

Time recommended: 10–15 minutes

The first song today is a silly song about rain. If your student has ever heard the expression "It's raining cats and dogs," perhaps he or she has already thought about what it would be like if it rained other things as well.

If you don't know the tune for "If All the Raindrops," enjoy the lyrics as a poem.

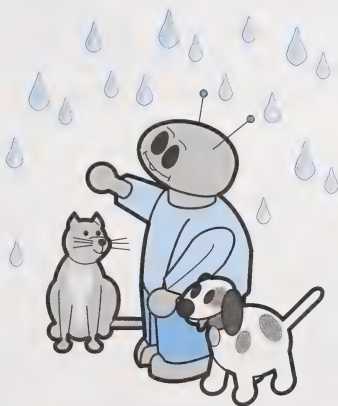


If All the Raindrops

If all the raindrops were
lemon drops and gumdrops,
Oh, what a rain it would be.
I'd stand outside with my mouth open wide;
I wouldn't care if I ever went inside.

If all the raindrops were
lemon drops and gumdrops,
Oh, what a rain it would be!

Traditional



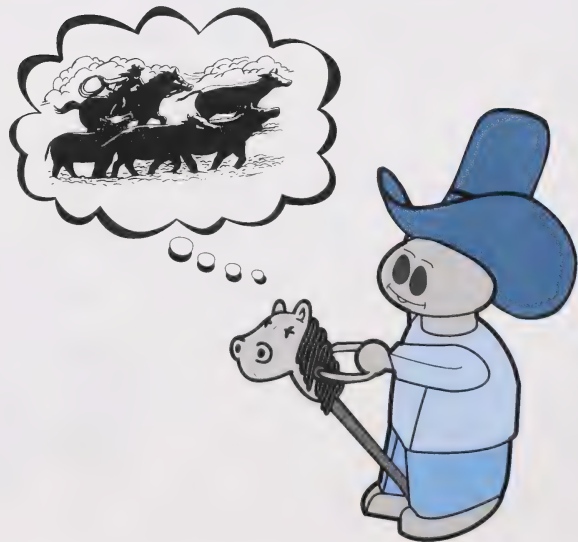
Next is a traditional and familiar cowboy song. Encourage your student to move to the music.

Home on the Range

Oh, give me a home
where the buffalo roam,
Where the deer and the antelope play,
Where seldom is heard
a discouraging word
And the skies are not cloudy all day.

Home, home on the range,
Where the deer and the antelope play,
Where seldom is heard
a discouraging word
And the skies are not cloudy all day.

Traditional



Language Arts

Time recommended: 60 minutes

Writer's Workshop

As mentioned in the introduction, Writer's Workshop and Reading activities are reversed today. Before beginning the writing activities, your student could walk three times through the door into the world of imagination. Explain to the student that imagination is required to write a story.

Turn to Day 16: Story Chart in Thematic Assignment Booklet 8B. Complete the story chart with your student according to the following directions.

Fill in the categories of the Story Chart according to your student's prediction of how the story "The Three Little Pigs" will unfold. It is fine if the student's ideas do not match the original text of the story. For example, the setting could be in a city rather than in the country.

After the chart is completed, take out a sheet of lined paper and have the student begin writing a personal version of "The Three Little Pigs." Encourage your student to open with a classic tale beginning. Refer to the Beginnings chart posted during Day 9 of this module for ideas. The opening sentence could be something like the following:

Once upon a time, there were three little pigs.

Encourage your student to use the Story Chart as well as the illustrations in the story for ideas. If your student tires while writing, use the strategy of shared writing. Refer to the Home Instructor's Manual for more information on shared writing.



Materials

Thematic Assignment Booklet



Materials

Home Instructor's Manual



Use dialogue such as the following to guide the writing process:

You’ve come to the end of this idea.

Please put the correct punctuation at the end of this sentence.

How do you want me to write that idea?

When you were telling me what to write, you sounded very excited. What kind of ending punctuation mark should I put?

I know the word **brick** starts with a **b**; what letters come next?



Encourage the student to add an appropriate story ending. Some suggestions are printed on the Endings chart.

Materials

Home Instructor's Manual



Once the student's story ideas have been written down, revise and edit this story. For tips on revising and editing, refer to the chart titled Revising and Editing My Writing that is found in the Appendix of the Home Instructor's Manual.

Materials

Student Folder



Label the back of the story with the student's full name and M8D16 and place it in the Student Folder.

Reading

Your student may already be familiar with the classic tale of “The Three Little Pigs.”

Preview and phonetically discuss words such as **own**, **enough**, **build**, **houses**, and **chimney**. Specifically draw attention to the fact that the letters **ou** in the word **houses** make the same sound as in the word **ouch**.

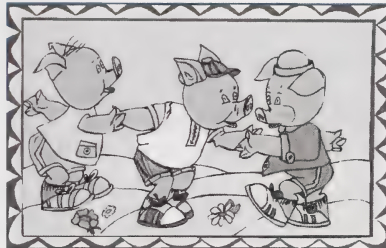
Then, direct your student's attention to the following repeated patterns and the other repeated patterns in the story.

- "I want to build a house. Sell me your _____."
- So he knocked on the door and said, "Little pig, little pig, let me come in!"

Have the student read the story. Help as necessary. Encourage your student to read with expression and to change voices for each character.

===== The Three Little Pigs =====

Once upon a time, there were three little pigs who lived with their mother. One day the mother pig said, "You are old enough now to live on your own." So the three little pigs set off to build their own houses.



The first little pig met a man with some straw. The pig said, "I want to build a house. Sell me your straw." The man did, and the first little pig built a house of straw.



The second little pig met a man with some sticks. The pig said, "I want to build a house. Sell me your sticks." The man did, and the second little pig built a house of sticks.



The third pig met a man with some bricks. The pig said, "I want to build a house. Sell me your bricks." The man did, and the third little pig built a house of bricks.



One day a big bad wolf came along to the straw house. "Little pig, little pig, let me come in," he said.

"No, no," cried the first little pig. "Not by the hair of my chinny chin chin."

"Then I'll huff and puff and I'll blow your house in," said the big bad wolf.

So he huffed and he puffed and he blew the house in. The first little pig ran over to the stick house.



The big bad wolf went along to the stick house. "Little pig, little pig, let me come in," he said.

"No, no," cried the second little pig. "Not by the hair of my chinny chin chin."

"Then I'll huff and puff and I'll blow your house in," said the big bad wolf.

So he huffed and he puffed and he blew the house in. The first little pig and the second little pig ran over to the brick house.



The big bad wolf went along to the brick house. "Little pig, little pig, let me come in," he said.

"No, no," cried the third little pig. "Not by the hair of my chinny chin chin."

"Then I'll huff and puff and I'll blow your house in," said the big bad wolf.

So he huffed and he puffed and he huffed and he puffed, but he could not blow the house in.



"Then I will come down your chimney!" shouted the big bad wolf.

"Quick, let's put a pot of hot water under the chimney!" cried the third little pig.

The three little pigs got the pot and put it under the chimney just in time!

The wolf came down the chimney and—splash—fell into the pot of hot water.

"Yowww!" yelled the big bad wolf. He jumped out of the pot, ran out the door, and was never seen again. And the three little pigs lived together happily ever after.

After the reading, discuss the story by asking the following questions:

Why did the little pigs leave home?

Could you tell this from the pictures?

What do you think would have happened if the wolf had gone to the house made of brick first?

Can you think of any other way the three little pigs could have got the wolf to leave them alone?

Which story did you prefer—the one you wrote earlier today or the one you just read? Why?

Was your story different from the one you just finished reading? How was your story different?

Materials

Thematic Assignment Booklet



Help your student compare the two versions by referring to Day 16: Story Chart in Thematic Assignment Booklet 8B.

Now would be a good time to take a break for lunch.



Silent Reading

Time recommended: 5–10 minutes



If your student is becoming an avid reader, this 5- to 10-minute period could seem too short. In this case, discuss the time allotment with your student and make a slight or gradual adjustment to your schedule.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 8, Day 16.

Project Time

Time recommended: 50 minutes

The projects today allow your student to artistically recreate certain aspects of today's story.

Choose **one** of the following three projects, unless you are interested in doing more than one.

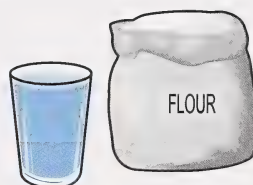
Project Choice 1: Papier Mâché Pig

This project will take two days to complete. Your student can continue it on Day 17 during Project Time.

Make sure you have the necessary materials assembled before you start. Encourage the student to help you in the preparation and clean-up of today's activities. If you use a foam egg carton, you may first have to cover the egg cups and attach them to the balloon with masking tape before applying the newspaper.

Ask your student to do the following:

- Inflate a round balloon. Tie the end securely.
- Mix the flour and water together to make a soupy paste. Use about twice as much water as flour.
- Tear the newspaper into strips.
- Dip the newspaper strips in the flour-water paste and spread them crisscross fashion over the balloon. Make sure there are at least three complete layers of newspaper on the balloon.



- Attach four egg-carton cups to the bottom of the pig for feet. Overlap newspaper strips onto the bottom of the pig to make sure the feet are attached well.
- Attach an egg-carton cup to the pig for a nose. Make sure it is attached well by overlapping paper strips.

- Cut the sides of an egg-carton cup to form two ears. Use overlapping paper strips to attach the ears.
- For a tail, twist a pipe cleaner or a thin strip of medium-weight paper around a pencil. Slip the pipe cleaner or paper off the pencil. Attach the tail with overlapping paper strips.
- Allow the pig to dry at least overnight. Depending on the humidity, it could take more time.
- Paint and decorate the pig. Add eyes and nostrils and any other details. You could use black buttons for eyes.
- Let dry. Spray with shellac if desired.

Project Choice 2: A Scene from the Story

In this project, your student will paint a picture showing one of the scenes from the story "The Three Little Pigs." Lay some newspaper on the table to protect the work area. Then, take out a piece of art paper and some tempera paints. Discuss the various scenes from the story with the student and help him or her plan what to draw.

After your student has drawn and painted the scene, suggest adding **word balloons** or **thought balloons**. Help your student as necessary, or write down the words and thoughts. The words can be written on a separate piece of paper, cut out, and then pasted to the painting.



Project Choice 3: Making Houses

Discuss the materials the three pigs used to build their houses. Then, help your student draw and cut out three house shapes from cardboard.

The student will then decorate the houses with straws or real straw, sticks gathered from outside, craft sticks that have been painted or coloured, and bricks (coloured construction paper that has been cut into rectangle shapes). Your student may have other workable ideas for the model houses. For example, building blocks could be used for the brick house.

Encourage your student to make patterns with the materials before gluing them into place.

Sharing Time

Time recommended: flexible

Your student may enjoy sharing the story completed during Writer's Workshop or the chosen project.

Let's Look Back

Time recommended: 10 minutes

While listening to your student read today, did you notice whether he or she used expression? Did your student change voices for each character? Were appropriate pauses made to indicate punctuation marks? When the student picks up a book to read, does he or she automatically flip through it to get an idea of what the story will be about?

Use the following script to help the student self-evaluate the reading progress:

Do you enjoy reading?

What kind of books or stories do you enjoy most?

Is there any type of reading material that you do not enjoy reading? Give me some examples.

Day 16 • "The Three Little Pigs"

Do you like reading on your own or reading aloud to someone?

Do you prefer to read the whole story or to take turns reading with another person?

How would you describe your progress in reading since the beginning of Module 1?

How would you like to improve your reading?

What strategies do you use to figure out unfamiliar words?

Materials

Thematic Assignment Booklet



Turn to Day 16: Learning Log in Thematic Assignment Booklet 8B. Complete the checklist and add any comments you may have. Encourage your student to record his or her thoughts about how to improve reading.

Story Time

Time recommended: flexible

Materials

Reading Resources



There are many wonderful versions of "The Three Little Pigs."

Three suggested readings for today are the books *The True Story of the Three Little Pigs* written by A. Wolf and told by Jon Scieszka, *The Three Little Javelinas* written by Susan Lowell, and *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas.



**Do you like to make wishes?
What would you wish for if you
could get three wishes?**

Three Wishes

Children and adults usually enjoy making wishes. Can your student think of three times when people closed their eyes to make a wish? For example, your student may have seen someone making a wish before blowing out candles on a birthday cake, making a wish on a falling star, or making a wish when pulling the ends of a wishbone. Today your student looks at a poem called “If Wishes Were Horses.”



Can you make a wish when you blow bubbles?

During Project Time, your student has the opportunity to revisit the solar system, make a wish book, or create a wishing horse. Finishing the papier-mâché pig begun on Day 16 is another option.

At the end of this day, there is a list of things to check so that you are ready for tomorrow's activities.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- Thematic Assignment Booklet 8B
 - Day 17: Word Recognition Test
 - Day 17: Story with 1 Blends
- Printing Practice notebook
- Story Journal
- Story Journal Sentences and Story Journal Topics charts
- *Collections Writing Dictionary*

Music and Movement

- skipping rope

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 8, Day 17.

Project Time

Project Choice 1: Solar System

- no specific resources required

Project Choice 2: Wish Book

- no specific resources required

Project Choice 3: Wishing Horse

- work sock
- two identical buttons
- old broomstick or dowel or straight tree branch that is 1 m long
- scraps of material, string or yarn
- needle and thread
- newspaper or tissue

Project Choice 4: Papier-Mâché Pig

- papier-mâché pig from M8D16

Let's Look Back

- Thematic Assignment Booklet 8B
 - Day 17: Learning Log

Story Time

- mutually chosen reading material

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

After your student completes the basic Calendar Time procedure, go ahead with other calendar activities. One possible suggestion might be to identify and describe examples of plant changes that occur on a seasonal basis, such as what happens when flowers bloom.

Focus for Today

Materials

Home Instructor's Manual

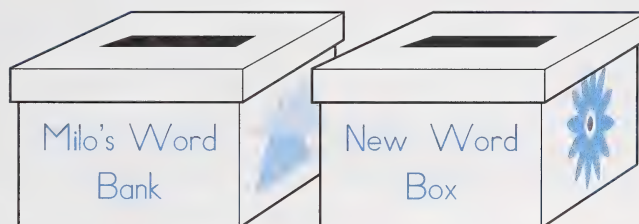


Today you will focus attention on your student's **confidence in decision making and sharing results in Project Time**. You will also be asked to reflect on the child's willingness to consider suggestions by others.

Language Arts

Time recommended: 35 minutes

Word Study



Since there will be no Word Study activities tomorrow, now is the time to remove the words from both word boxes. Sort the index cards into coloured cards and white cards. Test your student's automatic recognition of each word.

Materials

Thematic Assignment Booklet



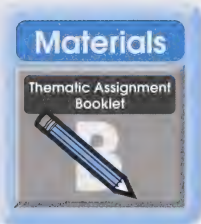
Turn to Day 17: Word Recognition Test in Thematic Assignment Booklet 8B. Complete the assessment as outlined.

Punch a hole on the left side of the index cards your student recognizes well. Bind the coloured index cards of well-known words with a ring. With another ring, bind the white index cards your student has mastered.

Words that need more work are then placed back in the New Word Box for continued learning.

Phonics and Printing

On Day 4 your student reviewed the blends formed when the letter **r** is blended with another letter. Today your student will review the words that are formed when the **l** blends together with the letters **b, c, f, g, s,** and **p.**



Turn to Day 17: Story with l Blends in Thematic Assignment Booklet 8B. Have your student complete the page as directed.

For today's printing, have your student write the "Star Light, Star Bright" verse in his or her Printing Practice notebook.



Star Light, Star Bright

Star light, star bright,
First star I see tonight.
I wish I may, I wish I might,
Have the wish I wish tonight.

Traditional

Music and Movement

Time recommended: 10–15 minutes

Review with your student a variety of the skipping, clapping, and singing activities and games learned during the past several days. Before the end of Music and Movement today, have the student choose three favourite activities to teach to family members or friends who have been invited to the Land of Threes celebration.

For easy reference, following is a list of activities and the day the activity was introduced.

Songs

- Alice the Camel – Day 3
- If You're Happy and You Know It – Day 9
- Miss Polly – Day 12
- Three Blind Mice and Baa Baa Black Sheep – Day 14
- If All the Raindrops and Home on the Range – Day 16

Games

- Memory – Day 4
- Hopscotch – Day 5
- Hide and Seek – Day 10



Skipping

- Eevy Ivy Over – Day 6
- Down by the River and Down in the Valley – Day 11
- Cinderella – Day 13
- Teddy Bear – Day 15

Clapping

- A Sailor Went to Sea – Day 7
- Miss Mary Mack – Day 8

Language Arts

Time recommended: 60 minutes

Reading

The following poem is about wishes. Allow time for your student to look at the photo.

Your student could read the poem independently, you could read it aloud, or you and your student could read it together.

===== If Wishes Were Horses =====

If wishes were horses
my pony and I
would ride like the wind
to the ends of the sky.

We'd zip by the moon
and gallop past stars.
We'd go from Pluto
to Saturn and Mars.

If wishes were horses
my pony and I
would blaze like a comet
and light up the sky.

We'd speed past the sun
and kick up a trail
of silvery lightning
and shimmering hail.



If wishes were horses
my pony and I
would stop at the top
of furthestmost sky.

We'd sip some space-water,
and taste some star-grain,
and then we'd streak off
through the heavens again.

by Pamela Mordecai

Reread the poem and then discuss the following questions with your student:



Where are some of the places that the poet would go if "wishes were horses"?

What do you think those places would be like?

What do you think of the ending of the poem?

Would you streak off again?

Where would you go?



synonym: a word with the same or almost the same meaning as another word

Fold a sheet of paper in half to make two columns. At the top of the columns, print the headings **Fast** and **Slow**. Read through the poem again, pointing out the phrase **ride like the wind** and the words **zip** and **gallop**. Ask the student what this phrase and words mean. Explain that the words mean the same as (are **synonyms** for) **fast**. Print these words and phrases under the heading **Fast**.

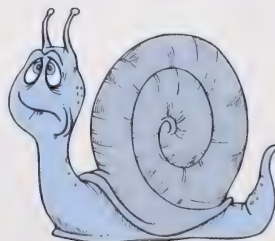
Fast	Slow
<ul style="list-style-type: none"> • ride like the wind • zip • gallop 	

Continue looking through the poem for other words and phrases that mean **fast**, such as **blaze**, **speed**, **kick up a trail**, and **streak**.

Now, ask the student to think of any words and phrases that mean the same as the word **slow**. Some suggestions follow:

- at a snail's pace
- take my time
- dawdle
- slow as molasses
- drag my feet

Print these words under the heading **Slow**.



Use a new sheet of paper and make two columns. At the top of the new sheet of paper, once again write the headings **Fast** and **Slow**. Now, brainstorm with your student to think of activities that are fast and slow. Write these activities down as they come to you. The list could look something like the one that follows.

○ Slow ○	○ Fast ○
<ul style="list-style-type: none"> • eat breakfast • go to sleep • school work 	<ul style="list-style-type: none"> • eat dessert • play tag • ride my bike

Materials

Student Folder



Have your student label the back of both Fast and Slow charts with his or her full name and M8D17. Place the charts in the Student Folder.

Enrichment (optional)

Take turns miming the activities on the second Fast and Slow chart. The other person has to guess what you are doing. You don't have to limit yourselves to the ideas on the chart. You could extend the activity to include other actions as well. Have fun!

Story Journal

It is fine to repeat one of the suggestions from the Story Journal Sentences and Story Journal Topics charts. These suggestions are ideas that can be used to guide your student's response. Remind the student to label the page with his or her name, M8D17 and the name of the story at the top of the page.

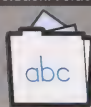
Day 17

The Three Little Pigs

It was funny when
the _____

Materials

Student Folder



Your student, of course, has the option of writing a regular journal entry. The topic of making wishes may be appealing. If a regular journal entry is chosen, label the top of the page with the student's full name and M8D17. Place the page in the Story Journal; then put the Story Journal in the Student Folder.

**It's time for lunch.
Remember to eat your food slowly
so that your body has a chance to
digest it properly.**



Silent Reading

Time recommended: 5–10 minutes

What does your student wish to read right now? This wish can come true! Ask the student to choose the material and then to read quietly. Is Silent Reading a fast or slow activity?

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 8, Day 17.

Project Time

Time recommended: 50 minutes

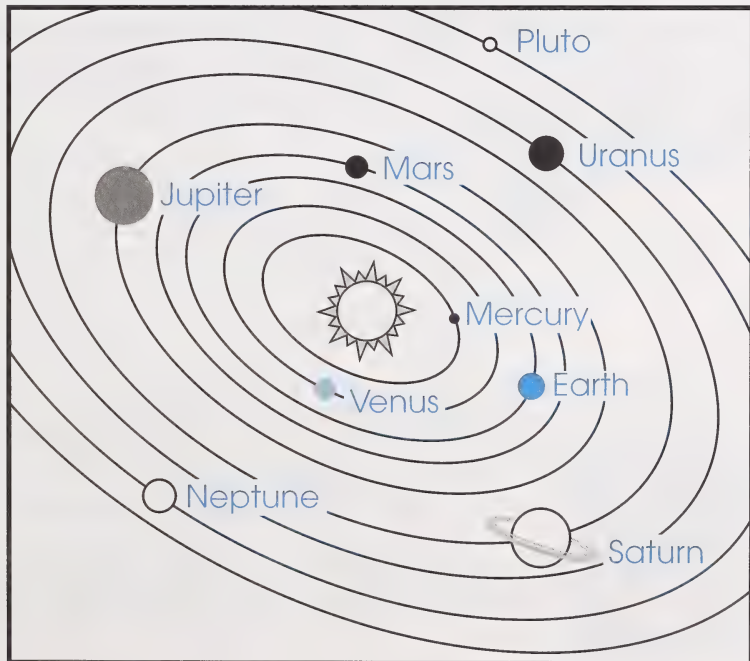
For Project Time, your student will continue exploring the theme of wishes. Choices include learning more about the solar system, making a book of wishes, creating a wishing horse to ride, or completing the papier-mâché pig that was begun yesterday during Project Time.

Choose to do **one** of the projects. You may do more than one if you wish.

Project Choice 1: Solar System

For this project, you may wish to have this morning's poem "If Wishes Were Horses" on hand for reference.

Ask your student the names of the planets that the child in the poem flew past. Talk about the other planets in the solar system. Talk about the relationship of the Sun to the planets. Refer to the following illustration. The diagram is not drawn to scale.



Invite your student to imagine what it's like in space. Then have the student draw a picture of what it might look like on Mars or one of the other planets. As a finishing touch, the student could draw a picture of the wishing horse flying by Mars or another planet! Who's riding on its back?

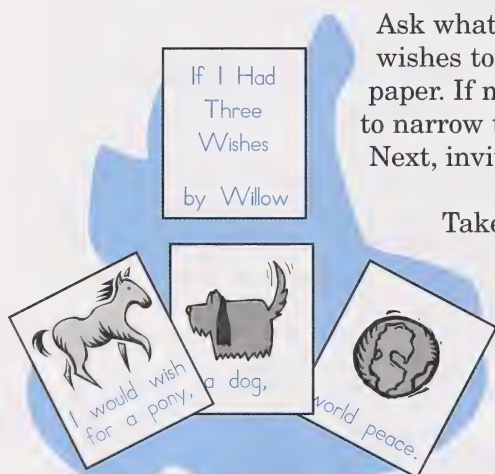


Label the back of the page with the student's full name and M8D17. The student may wish to post the drawing before placing it in the Student Folder.

Project Choice 2: Wish Book

Your student could have some very definite ideas about wishes.

Ask what your student would wish for if you had three wishes to give. Write down the student's wishes on a piece of paper. If more than three wishes are given, ask your student to narrow the choice down to the three most important ones. Next, invite the student to make a book of the three wishes.



Take out four pieces of paper. Encourage the student to draw or find illustrations for each of the three wishes and paste them on separate pieces of paper.

Have your student write the title **If I Had Three Wishes** on the fourth sheet of paper to be used as a cover.

Encourage independence suitable to the student's interest and level of development. A sentence and an illustration could be given for each wish. You could provide a pattern sentence such as the following:

I would wish for _____.

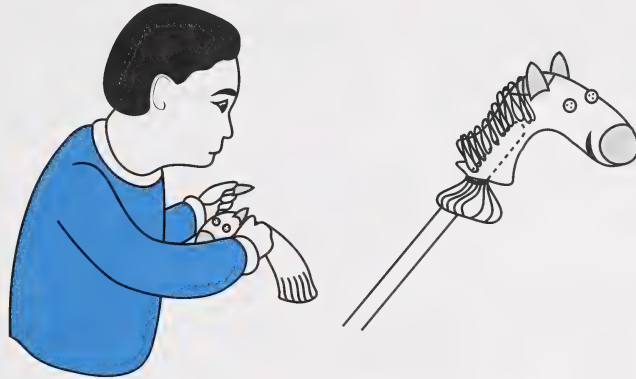
Ask the student to copy this sentence and fill in the blank, using the list of wishes you made as a reference. After the pages are completed, assemble them in a book and fasten them with staples or ties. Don't forget to identify the author on the cover.



Label the back of the wish book with the student's full name and M8D17 before placing it in the Student Folder.

Project Choice 3: Wishing Horse

In this project your student will make a simple wishing horse, which will provide opportunity to practise small-motor co-ordination. Your supervision and help will be required.



Step 1: Sew two buttons for the eyes on the sole of a sock, near the heel.

Step 2: Cut some ears and a mouth from a piece of material. Glue them to the sock on appropriate places for the ears and mouth. Alternatively you or your student can sew them on.

Step 3: Stuff the sock with crumpled newspaper or tissue paper until it is full to within 5 cm of the opening and is quite firm.

Step 4: Push the broomstick into the stuffed sock, almost as far as the heel, but not touching it. Fasten the sock to the broomstick by wrapping a piece of string or yarn several times around the sock opening.

Step 5: Use a darning needle to sew on a yarn mane. Thread a length of yarn through a darning needle and, starting at the top of the head (the sock heel), sew the yarn in loops 15 to 20 cm long until you reach the edge of the sock. Knot the yarn securely.

Step 6: Hop on the horse and head for the stars!

Project Choice 4: Completion of Papier-Mâché Pig

Complete the papier-mâché pig that was begun on Day 16.

Sharing Time

Time recommended: flexible

What does your student want to share?

- Music and Movement
- Reading
- Story Journal or Journal
- Project Time

The student may also want to quiz family members about what their three wishes would be.



Let's Look Back

Time recommended: 10 minutes

Think back to the various project choices your student has made throughout this module. Does the student accept your suggestions in making project choices? Are these easy decisions? Does your student follow project instructions readily? Is the student good at taking constructive criticism? Is your student easily frustrated during Project Time?

Use the following questions to get input from your student on Project Time.

What do you have to say about Project Time?
Do you enjoy Project Time? Why do you feel that way?

How do you feel about making decisions?
Is this easy or hard for you?

What about instructions for projects? Do you find them easy or difficult?

What do you like most about Project Time?
What do you like least?

Is there anything about Project Time that you would like to change? Please explain.

How would you improve your work during Project Time?

Materials

Thematic Assignment
Booklet



Turn to Day 17: Learning Log in Thematic Assignment Booklet 8B. Complete the home instructor's portion of the log. Have your student record any personal comments about Project Time.

Story Time

Time recommended: flexible

This is a time for you and your student to curl up and enjoy reading a favourite book together. Perhaps your student could choose today's selection.

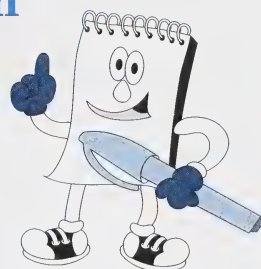


**It's time to get ready for the
celebration in Day 18!**

(Refer to Day 18 for more detailed information on the Land of Threes Celebration.)

Gather or arrange the following:

- **guests who are coming to take part in the celebration activities**
- **items for preparing a celebration snack**
- **scrap materials for making story characters' hats or masks**
- **three favourite skipping chants, songs, rhymes, or games to teach guests**
- **old neckties or pieces of rope for a three-legged race**



**If you have checked all
these items, you are
ready for a day full of “threes.”**

**Tomorrow morning, you will finish
setting up things for the Land of
Threes activities.**

Happily Ever After

As this module draws to a close, you will celebrate stories and the number three. Your student has become acquainted with many story characters throughout the module. In Module 8B, many of these characters came in sets of threes. Stories also have three main parts—a beginning, a middle, and an end—something your student will need to remember after the module is finished.

You may have invited family and friends to help you celebrate the conclusion of this story module. Consequently, instead of spending time on specific Music and Movement and Reading activities today, you will be spending time in preparation for the Land of Threes Celebration. This celebration will serve as a culmination and allow your student to share the joy of traditional literature and activities.



Enjoy your Land of Threes Celebration.

The first half of the day allows you to finalize plans for your Land of Threes Celebration. Omitting Silent Reading and Project Time in the afternoon gives you time to enjoy the celebration.

At the end of Day 18, you will find instructions for gathering materials for submission. You could organize assignments at this time or at another convenient time.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- Thematic Assignment Booklet 8B
– Day 18: Words That End with tch
- Story Journal
- Story Journal Sentences and Story Journal Topics charts
- *Collections Writing Dictionary*

Math Time

- See Mathematics Module 8, Day 18.

Threeland Celebration Activities

Activity 1: Three Favourite Activities

- skipping rope(s) (if required)
- other resources as required

Activity 2: Character Hats or Masks

- string and yarn
- scrap materials for making hats or masks and decorating

Activity 3: Story Survey

- chart paper prepared with titles of stories and rhymes

Activity 4: Preparing a Snack

- toppings for miniature pizzas or muffins
- other chosen food items

Activity 5: Three Quick Switches

- costume items (optional)

Activity 6: Three-Legged Race

- old neckties or pieces of rope

Let's Look Back

- Thematic Assignment Booklet 8B
– Day 18: Learning Log
– Day 18: Student Folder Items

Story Time

- mutually chosen reading material
- *Cinderella Penguin* by Janet Perlman, *James Marshall's Cinderella*, *The Rough-Face Girl* by Rafe Martin, *Cinder Edna* by Ellen Jackson, or *Cinder-Elly* by Frances Minters (optional)

Activities

Calendar Time



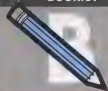
Calendar Time

Time recommended: 10 minutes

After the basic Calendar Time procedure, check the Calendar Package for additional calendar activities. For example, you could guide a discussion about the many living things that go into a dormant period during the winter and survive under a blanket of snow until spring. Examples are a seed, insect egg, or hibernating animal.

Materials

Thematic Assignment Booklet



Focus for Today

Today's focus will be on how the child **responds to literature** as well as the child's ability to **present and share** some of the learnings of the module. After previewing the Learning Log, you may decide to leave its completion until after your celebration.



Language Arts



Time recommended: 35 minutes

Word Study

Although there are no Word Study activities scheduled for Day 18, you could be aware of new words the student is interested in learning. These words can be printed on white index cards for placement in the New Word Box. Add any new words to the *Collections Writing Dictionary*.

Phonics and Printing

Today's Phonics lesson focuses on words ending with **tch**. Begin this lesson with a review of the digraph **ch**. Review the sound of this consonant combination by using the key word **choo-choo**. Your student can clench his or her fists and rotate the arms to represent the wheels of a train.

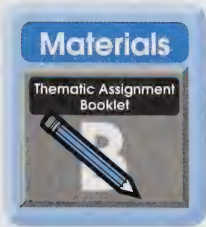
ch	choo-choo 	Clench your fists and rotate your arms to indicate the wheels of a train.	
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Print the word **much** on a piece of lined paper or on the chalkboard. Have the child read this word to you, and then underline the letters that make the “ch” sound.

much

Print the word **match**. Point out that in this word the letters tch are responsible for the “ch” sound. Have your student underline these letters.

match



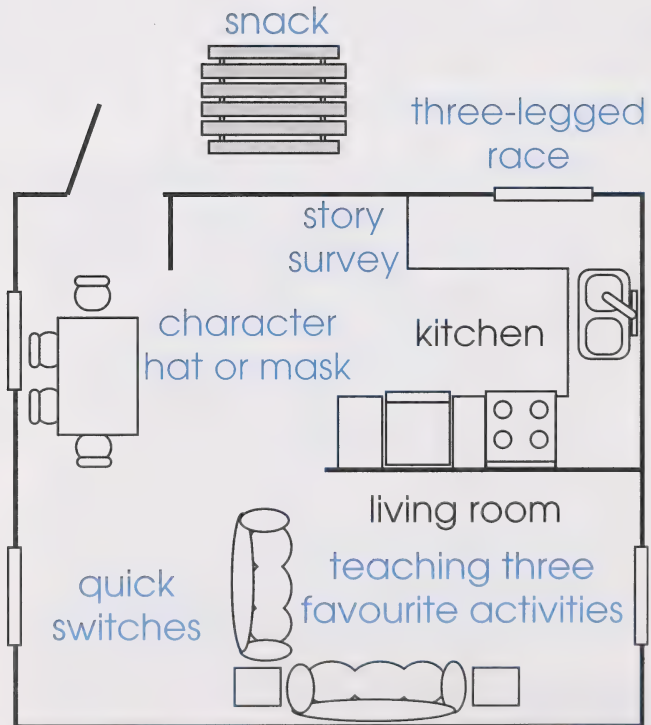
Turn to Day 18: Words That End with tch in Thematic Assignment Booklet 8B. Have the page completed as directed.

Preparation for the Land of Threes Celebration

Time recommended: 60 minutes

This morning's assignment is to get ready for the fun you will have during your Land of Threes Celebration. Planning and preparing can, of course, be part of the fun, but sharing the activities will add much to your enjoyment of the day.

Take time this morning to become familiar with each activity. Then begin gathering and setting out materials for each centre. Decide now where each activity will take place. Drawing a sketch of your home and yard would be helpful.



Activity 1: Three Favourite Activities

Your student will teach family members and friends three favourite activities from this module. These were chosen during Day 17: Music and Movement.

At this time, ask the student to rehearse the three choices. Provide help as necessary.

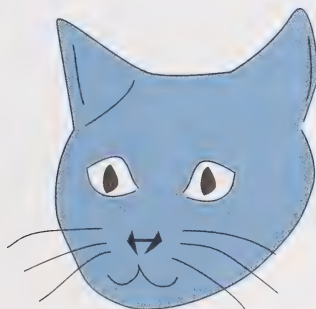
Activity 2: Making a Character Hat or Mask

During this activity, have guests make a hat or mask to represent a character from one of the stories studied during the second half of this module. Have your student explain that guests may choose from a variety of characters that come in groups of three.

Guests may become

- one of the three little pigs
- one of the three billy goats Gruff
- one of the three bears (or the three Blairs)
- one of little red hen's three friends
- one of the three little kittens
- one of the three men in a tub

Invite guests to use recycled materials and other materials to create a hat or mask of choice. When this activity is completed, guests will show their hats or masks to others and explain why they chose that character.



At this time, you need to make sure you have an ample supply of materials available. Do you have a Treasure Box of scraps and other recycled materials?

Activity 3: A Story Survey

Your student will ask guests their opinions of favourite stories or rhymes containing the number three. In preparation for this survey, you and your student will need to prepare a chart like the following one. For each guest, the student will draw a happy face beside the personal favourite story or rhyme on the list.

Name of Story	Favourites
"The Three Billy Goats Gruff"	☺
"The Three Bears"	
"Rub-a-Dub-Dub"	
"Three Little Kittens"	
"The Three Wise Men of Gotham"	
"The Little Red Hen"	
"The Three Little Pigs"	

When the survey is completed, it will be interesting to note which piece of literature received the most happy faces. It is always fun to see if others enjoy the same stories as you do.



Activity 4: Preparing a Snack

Prepare snack ingredients ahead of time and then refrigerate them or keep them warm as needed. First, decide what type of snack you will serve. Snacks should

- be easy to prepare and serve
- allow guests to make choices and do part of the fixing
- involve three items or a place to make the numeral three
- be healthful, attractive, and nutritious

A few suggestions follow, but you and the student may have other great ideas.

- Make miniature pizzas using English muffins or pita bread as a crust. Allow guests to put on three different toppings or to arrange the cheese so that it forms the numeral three.
- Have muffins ready for guests to decorate. Guests could choose three types of decorations, or they may make one large numeral three or numerous small threes in decorating their own muffin.
- Serve burgers and have guests choose three of several condiments, such as ketchup, mustard, relish, onions, cheese, lettuce, or tomato.



This chicken burger has three parts—top, middle, and bottom.

- Guests can put three different fresh-fruit toppings on a dish of ice cream.

Activity 5: Three Quick Switches

An entertaining memory game to play requires guests to work with partners. To add to the fun, you may want to have the participants dress in costumes.

The partners will study each other's appearance. On a command, such as "Quick Switch," the partners will turn away from each other and one previously designated partner will have to change three things about his or her appearance. These things can include removing a necklace, earrings, or hair clips, undoing or doing up buttons, rolling up pant legs, and so on.

On a command, such as "Turn and Search," partners will face each other again. Allow about 30 seconds for the partner to identify the changes before facing away from each other again and giving the other partner a turn.

Activity 6: Three-Legged Race

A visit to the Land of Threes would not be complete without having a three-legged race. Partners stand side by side and tie together the legs next to each other. This forces the two centre legs to work as one. After allowing time to practise, partners can line up and run a race. This activity sounds easier than it actually is.



At this time, make sure you have old neckties or pieces of rope to use for tying legs together.

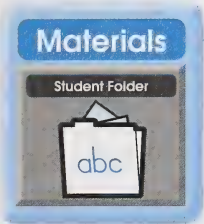
If you have time, prepare a banner or sign saying "Welcome to Our Land of Threes Celebration."

Welcome to Our Land of Threes Celebration!

Consider having your guests walk through the door three times into the world of imagination before beginning your Land of Threes Celebration.

Story Journal (optional)

Since today is the last day of this module, your student could choose to comment on a favourite story from this module. A sentence describing a special part of the story or a well-loved character as well as an illustration would be in order.

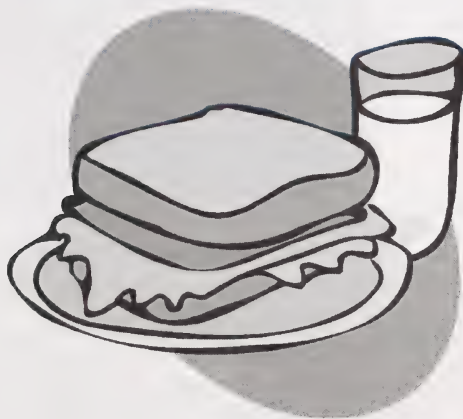


Label the Story Journal page with the student's full name and M8D18 before placing it in the Story Journal. Later today, your student will submit the Story Journal to the teacher.



After completing all of the preparations for this afternoon's activities, you probably need lunch.

Take time for a lunch break now.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 8, Day 18.

Welcome to the Land of Threes Celebration

Time recommended: 120 minutes

Your Land of Threes Celebration can be carried out as outlined in this morning's preparation section. On the other hand, you are free to individualize this event in any way you wish. Activities may be added, deleted, or changed to suit your family and other guests.



The main objective for the event is sharing and celebrating some of the learning from the past seventeen days.

The student's teacher would be happy to find out how the event unfolded. You are invited to send a photograph or a note about your Land of Threes Celebration.

Have a good time!

Let's Look Back

Time recommended: 10 minutes

As mentioned in Focus for Today, your discussion with your student and completion of the Learning Log may be more suitable after your celebration. Your Land of Threes Celebration will give you opportunities to observe some of the points listed in the checklist.

Some questions to assist your discussion follow:

Today you had the opportunity to present what you have learned to other people.

How do you think the visit to the Land of Threes went? How did you enjoy it?

How do you think our guests enjoyed our celebration?

How would you compare this celebration to the others we have done this year?

You shared some of the things you have learned with our guests. Were you able to remember what you had to do and say?

Were you able to speak clearly so they could understand you?

Did you speak with the right volume—not too loud and not too soft?

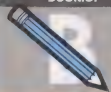
In general, how do you feel about the day?

Is there anything you would like to have done differently?



Materials

Thematic Assignment
Booklet

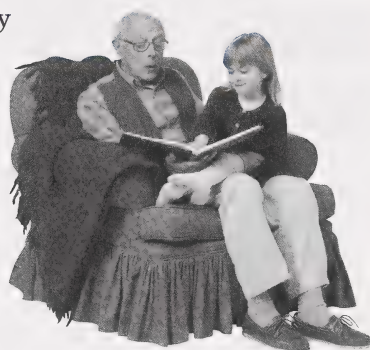


Turn to the Day 18: Learning Log in Thematic Assignment Booklet 8B. Complete the checklist and comments. Add any additional comments or even a written report of how the Land of Threes Celebration evolved. If your student's comments about the day are extensive, you may wish to help with the recording.

Story Time

Time recommended: flexible

Even though your day may be busy, try to take a little quiet time for a story. Maybe one of your guests would like to do the honours.



Materials

Reading Resources



Have you read any of the Cinderella stories? A few special versions are *Cinderella Penguin* by Janet Perlman, *Cinderella* by James Marshall, *The Rough-Face Girl* by Rafe Martin, *Cinder Edna* by Ellen Jackson, or *Cinder-Elly* by Frances Minters. Older siblings may also find these delightful.

Materials

Thematic Assignment Booklet



Turn to Day 18: Student Folder Items found in Thematic Assignment Booklet 8B. Gather the required materials from the Student Folder. Check off the items for mailing as you gather them together. Submit these items to your student's teacher for marking.

**Like all stories, this module
must come to an end.**

**Since Let's Have a Story has
introduced new learnings about
stories, it may seem more like a
beginning than an ending. May you
and your student continue to learn
“happily ever after . . .”**

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